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M. J. GLENN

"Vocational Guidance in West Hartlepool,
with special reference to the Occupational Interests
of Secondary School pupils."

A thesis submitted for the degree of M.Ed.

December 1968.

"No two persons are born exactly alike, but each differs from each in natural endowments, one being suited for one occupation and another for another it follows, that all things will be provided in superior quantity and quality, and with greater ease, when each man works at a single occupation, in accordance with his natural gifts."

Plato.

Republic - book II

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CHAPTER ONE

I N T R O D U C T I O N

OUTLINE OF THE STUDY

This study is basically descriptive. There is no attempt to prove any theories, the work is concerned predominantly with describing the local provision for vocational guidance and considering it in a larger framework. Similarly the existence and strength of vocational interests have been studied locally and within a wider context and comparisons have been made.

In the former case it was considered necessary to present a very wide background against which the provisions locally could be assessed. This is a result of the fact that nationally, especially during the last few years, there has been considerable and rapid development and acceptance of the process of vocational guidance, and the part it must play within the secondary school curriculum. This rapid growth in Great Britain has followed quickly on the earlier vigorous development of vocational guidance in other countries especially in the United States.

This part of the study, therefore, although primarily concerned with conditions in West Hartlepool, has taken into account recent trends and developments of vocational guidance both in Britain and in certain selected foreign countries.

In the assessment of the local provision for vocational guidance, some of the information was obtained from two questionnaires, (Appendices 3A & 3B), which owed much to the A7 questionnaire used by Veness in her study, (1962). These questionnaires, administered respectively in 1965^{and 1966},_A also provided a considerable amount of information on the existence, strength of, and reasons for vocational interest.

Further information within this field was obtained from the Rothwell-Miller Interest Blank which is an Interest inventory. This Blank was used because it can be administered and, with the help of a short training course, interpreted effectively by teachers. Thus, it has none of the stringent controls on use associated with many other standardised tests. Secondly, some kind of work with this test needed to be done since it has recently been developed for use in Britain. In this respect this study has been of practical value because the results for those blanks administered in 1966 were made available to Dr. Miller. He has been able to draw on them in the preparation of the Manual for his Interest Blank which is shortly to be published by the N.F.E.R. The national norms found in this

publication have provided a basis for comparison with those in West Hartlepool. Certain interesting features emerged. Attempts were made to emphasise these by statistical evidence, however, the populations of the samples used nationally were too small to make this a valid addition. Similarly the differences seen in the test - retest of 16 - 17 year olds locally could not be substantiated statistically since they were not comparable samples.

A third reason for the use of the Blank is the growing emphasis put on the role interests can play within the vocational guidance procedure. This is seen particularly in American literature, and in the wide range of interest inventories that have been developed in the U.S.A. The Rothwell-Miller Interest Blank is one of the very few such tests developed for use in England, despite its' Australian origin.

The Rothwell-Miller Interest Blank was administered to a wide range of young people in West Hartlepool. This served the needs of Dr. Miller, and of this study, because of the factor of time. Since a straight through detailed longitudinal study would have been too time consuming, as wide a spread as

possible was obtained of the secondary school population in West Hartlepool. Wherever possible an attempt was made to administer the Blank to all those pupils who had answered one, or preferably both of the questionnaires.

BACKGROUND TO THE STUDY

One difficulty has been the fact that this field of work is relatively new and has rapidly changed in scope as it has become more widely accepted. In the light of this it may be relevant at this point to briefly consider the nature and problems of vocational guidance itself.

The dynamic character of vocational guidance development referred to above and the necessity for our society to adopt vocational guidance programmes has resulted in a reconsideration or reappraisal of the role of guidance in particular and education in general. The term "vocational guidance" denotes a special and restricted service. Today it is more generally expected to be associated with both educational as well as personal and social guidance..

Guidance in this context is more akin to the definitions to be found in the Yearbook of Education 1955.

"It is the process of helping individuals, through their own efforts, to discover and develop their potentialities both for personal happiness and social usefulness."

Thus vocational guidance is only a part of a much larger service involving personal, social and educational matters as well. This definition, if accepted, also implies that such guidance, since it is a process, should be based on a planned programme extending over a considerable period of time, (Reuchlin, 1964 - p.15) rather than at crisis point - such as the term before leaving school or a week before selecting, or dropping certain subjects. It is involved with studying the role of the individual in all aspects of life not just that of work. The aim of the process is thus developmental ¹ and should enable the young person to answer the question "what kind of person am I?".

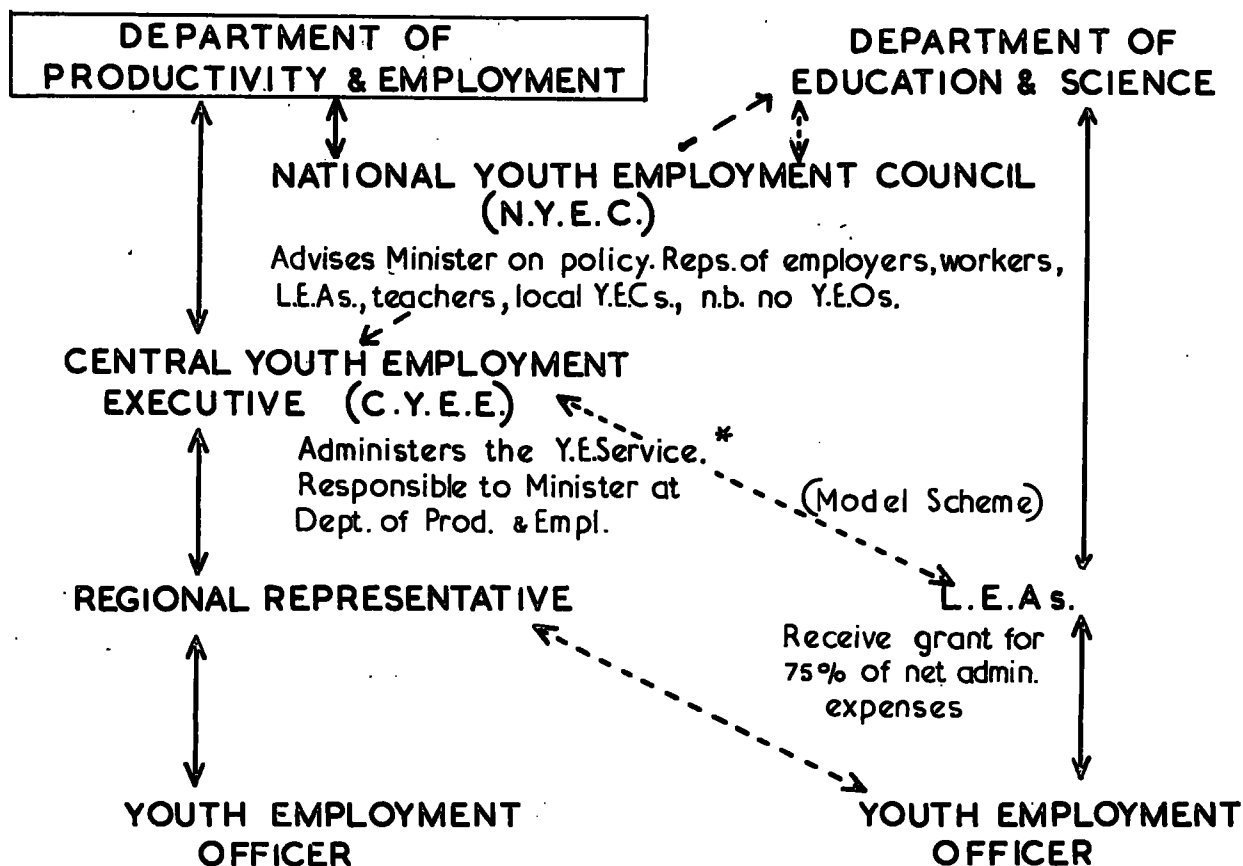
That the young person should play an integral part in this process is obvious from the above definition. The young person should make the necessary life-decisions, but this is

Footnote 1 - Counselling is concerned with the problems of all children and does not concern itself only with those requiring remedial and therapeutic treatment associated with child guidance. See also Havighurst (1953) p.111 - 158 Vocational Guidance is only one of the 10 developmental tasks of young people.

dependent upon the provision, by the Careers Master (Careers and Educational Adviser) or Counsellor of the necessary vocational educational, personal and social information. This at times will involve class teaching, at other times individual consultation. Sometimes a directive, occasionally a non-directive approach to guidance is adopted, and much controversy rages about the respective values of those differing approaches and theories. In both situations standardised psychological tests can be of great value, thus training in the application and interpretation of such tests is necessary, and is found to be part of the course for Counselling at four British Universities' Institutes of Education (See Chap. 4). Furthermore the proper development of a total guidance system requires a staff with a very thorough and broad training, whether it is for the role of Counsellor or for the Careers Master within a Counselling programme. Indeed this work results partly from the fact that for the short time (itself a drawback) that the writer was engaged as a Careers Master, he felt keenly the lack of a systematic training and the fact that the job he was doing at the best, was barely satisfactory.

TABLE 1.1

THE ORGANISATION & STRUCTURE OF THE YOUTH EMPLOYMENT SERVICE



* For details of its functions see Heginbotham p.137-8

| | | | | | |
|---|---------------|------|-----|------------|--------------------------------|
| ↔ | DIRECT LINK | 1951 | 129 | out of 163 | L.E.As utilising their powers. |
| ↔ | INDIRECT LINK | 1963 | 127 | " " 181 | " " " " |
| ↔ | | 1966 | 144 | " " 197 | " " " " |

However, within the developing framework there are a number of problems with which vocational guidance is presented. Most obvious and intractable of these is the sad but excusable ignorance about the conditions of work likely to be faced by young people who are advised on vocational matters. Not only are the types of job many and varied, but the jobs themselves are constantly changing. To some extent a well developed work-experience scheme together with information from the Manpower Research Unit may alleviate some of these shortcomings.

Another problem is that the training of Counsellors or Careers Teachers is not based on any commonly accepted, coherent and systematic theory.

A further difficulty is the fact that statutory control of vocational guidance is in the hands of the Youth Employment Service, which itself is a part of the ~~Department~~ of Employment and Productivity (formerly Ministry of Labour) (Table 1.1). Despite the subsequent developments based upon the recent report on the Youth Employment Service (1965) there is much criticism of it as having an ambiguous place in society in that the Service tries to fill several roles simultaneously, although occasionally these appear to be conflicting. As a

result Mays (196 - p.87) sees its functions as a welfare department to be entirely impotent since it has no control of the field (i.e. Industry) in which it seeks to provide service. Hence "it can degenerate into nothing more than a soulless job filling agency" especially at times of high unemployment.

STATEMENT OF THE PROBLEM.

This is a study, then, in a field which is, as yet, not properly developed either theoretically or practically. As a result of this the investigation has been concerned with:

1. A survey of the provision made for vocational guidance in West Hartlepool, and contrasting this with conditions elsewhere in the country and abroad. Extensive background information of this type has been included in order to make the survey meaningful and also because it was not available in any concise - published form ².

Footnote 2 - Now, 1968 the N.U.T. in conjunction with C.R.A.C. is carrying out a nation wide survey of vocational guidance practices in all secondary schools. It is only when the results of this are published that a proper perspective can be obtained of practices carried out locally.

2. The techniques used in the guidance procedure have been studied, and also the reactions of the young people to some of them.
3. Interests have been looked at in great detail, both expressed and inventoried interests have been dealt with.
The aims here have been;
 - (a) To discover how far the vocational aims of children near to school leaving age, were in accordance with their vocational opportunities, and where possible, their abilities.
 - (b) To discover how stable expressed and inventoried interests proved to be.
 - (c) To study some of the factors which seem to make for a realistic vocational choice and indicate, where possible, steps that could be taken that would be of value to the vocational and educational guidance process.
4. Finally the writer's ideas of what could be done locally in this sphere have been presented, based on his experience, the investigations and readings.

Apart from the administration of the questionnaires and the interest Blank referred to earlier, this work involved a study of the industrial and economic character of the town with respect to the types and numbers of jobs available, for boys and girls. The latter need, for vocational guidance courses to cater effectively for girls, is becoming more obvious and important both locally and nationally ³. The provision made for vocational guidance in the schools was studied and the workings of the local Youth Employment Service run by the Ministry of Employment and Productivity.

DESIGN OF THE STUDY

It was the intention to obtain information relevant to the study from all schools in West Hartlepool, and from all potential school leavers in 1965 and 1966. The latter information provided an indication of the similarity of the range of jobs chosen, and the reasons for these choices for two separate year groups. An indication of stability of vocational interest over a period of one year was achieved by administering the questionnaire on two occasions to one year group, i.e. in 1965 and 1966.

Footnote 3 - See D.E.A. Progress Report No. 25 Feb., 1967
(See also Chapter V).

Permission for this to be done was sought and obtained from the local Education Committee and all the local head teachers.

Information was obtained by the following means:

- (a) All the head teachers were interviewed.
- (b) The Chief Education Officer and the Y.E.O.'s were interviewed.
- (c) A questionnaire (appendix 3A) was administered in 1965 to all 14 and 15 year old pupils. In 1966 a slightly modified questionnaire (appendix 3B) was administered to the 15 year olds. Thus comparison between 15 year olds was possible and between individual pupils as 14 and 15 year olds.
- (d) An interest Blank (appendix 7-9) was administered in 1966 to all potential school leavers, from both selective and modern schools. In 1967 this same blank was administered to all Junior Sixth Form Pupils at the selective schools. This enabled a study to be made of the stability of interests amongst these young people over a two year period, and of the stability of interest as indicated between different schools. The blank was also administered to the potential fifth form leavers at selective

schools in 1967. i.e. the group which in 1965 and 1966 had answered the questionnaires. (Group 1.)

- (e) An attitude to work questionnaire designed by Dr. Daws (Leeds) was administered to the fifth form pupils of selective schools in 1966.
- (f) The sixth form students of 1966 at the Boys Grammar School were interviewed.
- (g) A questionnaire dealing with the Careers Convention was administered to all pupils who were initially invited to the Selective Schools Careers Convention in 1965.
- (h) A study was made of the jobs obtained by young people who had answered any of the questionnaires and Blanks.
- (i) Records of types of jobs obtained, replies to follow-ups etc., were consulted at the Youth Employment Office concerning the young people who had answered any of the above questionnaires as well as those of earlier years.

During the two years over which Questionnaires were administered, it was found that a large number of children were "lost". This was mainly due to absenteeism, especially by those in their last year at school. Other losses were

due to administrative problems within the various schools, and some losses in the selective schools were due to young people leaving at 16 years. In the end it was found that the population upon which most of the findings were based (i.e. the 3rd year pupils of 1965, and the 4th year pupils of 1966) was about half the total number of school children of that age. (Table 7.1)

The basic concern has been to relate most of the work done to the theme of Chapter 7. i.e. Interests, and the part they played locally in the vocational sphere. The findings and recommendations from this have been used together with information obtained from the previous chapters, to put forward an outline scheme of work to be used throughout the school, that would be of value vocationally, educationally and personally.

RESULTS OF THE STUDY

The fundamental need for a long-term study became increasingly obvious as attempts were made to evaluate certain practices, or reactions of individuals. It is hoped that in the future a sample of the young people used in this study can be followed up.

The influence of the immediate family and especially parents upon job choice is outstanding. Two aspects arise from this finding. Firstly, there is a lack of a satisfactory

link between the school and the home locally - though much can be done to overcome this (Chap. 8). Secondly, the poverty of much of the "guidance" provided by many homes is apparent. In addition to this there is a distinct diversity of vocational guidance from school to school and this emphasises effectively the need to set up a much more comprehensive vocational guidance system. The recent formation of a local Careers Teachers Committee may prove instrumental in developing such a policy. However, not all secondary schools have sent representatives to the meetings of this committee.

There is a noticeable difference in emphasis by Selective School and Modern School pupils in vocational matters. This is seen in the types of job chosen, in the sources of information and their relative importance, (and in the provision of vocational guidance information). In other words the 11+ was proving to be an effective guidance procedure if not a correct one. The school as a source of job information was far more important to the selective school pupils, despite the fact that vocational guidance lessons were absent from their curriculum. Could this be an implied criticism of the effectiveness of organised mass vocational guidance in schools, or is it merely a further indication of the 11+ selection upon

the formation of attitudes to home, school and work?

The understanding of the work of the Y.E.S. was such that although most children appreciated its concern, they felt that it was to be used as a job finding agency only as the last resort.

In this context it was found that, as in Willesden, (Maizels 1965) the Service catered as much for those wanting to change a job, as for those seeking their first employment.

Interests are of great importance in the process of choosing a career, and in this context there is something of value to be obtained from the use of an Interest Blank. Furthermore, on this Blank strong likes and dislikes showed a high rate of stability. Thus both positive and negative aspects of job choice can be assessed, and can be used in the guidance programme. Indications of considerable stability of vocational interest patterns were obtained from a test - re-test of the 16 - 17 year old group from 1966 to 1967.

Another feature which emerges is that some spheres of employment, particularly the unskilled, are rarely represented in school vocational studies, works visits and the Careers Convention. This deprives a large proportion of school

leavers of information and experience of their eventual job. This again indicates the need for a fully comprehensive vocational guidance system within the authority.

However, an obstacle facing this development is the fact that the Service is run locally by the ~~Department~~ of Employment and Productivity which has limited statutory powers within schools and thus can only rely on the goodwill and co-operation of school personnel. Such goodwill and co-operation is plentiful at the moment, and the local committee of Careers Teachers acts as a useful but unofficial link between the Y.E.S. and the L.E.A.

The background to, and development of the vocational guidance Services in West Hartlepool will be examined more closely in the following Chapter.

CHAPTER TWO

THE FRAMEWORK FOR GUIDANCE IN WEST HARTLEPOOL

The Youth Employment Service is the statutory service for guiding and placing young people into employment. However, the service varies throughout the country as a result of an historically haphazard development and the exigencies of local government. Thus in April 1966, of the 197 local education authorities in England, Wales and Scotland, 144 were themselves administering the service. In the remaining 53 L.E.A.'s the service was run by the Ministry of Labour, now the Department of Employment and Productivity (D.E.P.), which is directly responsible for the service as a whole, and ensures through the Central Youth Employment Executive that certain minimum standards are maintained nationally. This is done by means of a team of inspectors and regular circulars ¹.

The system of dual control developed in the early part of this century as a result of the Labour Exchanges Act of 1909. This Act made no specific provision for young people,

Footnote 1 - The C.Y.E.E. consists of three representatives from the Ministry of Labour; one from the Department of Education and Science; and one from the Scottish Education Department.

therefore the Boards of Education and Labour devised a working arrangement, which was the beginning of dual control. The Education (Choice of Employment) Act 1910 finalised this, Local education committees were empowered to administer the service to young people under seventeen, and to set up Juvenile Advisory Committees.

From the outset there was a lack of harmony between the two Boards. This was further aggravated by the Unemployment Insurance Act of 1920.

Although the problems of duality were considered, the Chelmsford Report of 1921 was unable to put forward any solution. However, by 1927, on the recommendations of the Malcolm Committee, the Ministry of Labour (Transfer of Powers) Order appointed the Ministry of Labour as sole authority for the service, and thus as the supervisory body for the work of the L.E.A.'s who were exercising their powers under the Act of 1910.

There was no further change until the report of the Committee on the Juvenile Employment Service (Ince Report) (1945) was accepted. Despite unanimity of opinion concerning

the need for one organising and controlling body the Committee was unable to recommend specifically either the Local Education Authorities or the Ministry of Labour for this responsibility. Therefore, the compromise was maintained. However the L.E.A.'s were given a further opportunity to take up the Service; this was their last chance ².

Although a large number of Authorities decided to accept responsibility for the Service ³, West Hartlepool decided to take no action. The service in this town is therefore organised by the Ministry of Labour.

This does not absolve the local authority from all responsibility or interest in such work. In actual fact it seems that the increased need for co-operation between the Y.E.O. and the schools - since they are separate institutions - has resulted in a greater awareness and interest on the part of the schools. The need for knowledge and advice on local

Footnote 2 - The L.E.A.'s were given six months to decide, from 12th July 1948 to 12th January 1949.

Footnote 3 - The following table shows the number of authorities exercising powers in 1945 (in brackets) and those opting to take up powers in 1949.

| | <u>ENGLAND</u> | <u>WALES</u> | <u>SCOTLAND</u> |
|-----------------|----------------|--------------|-----------------|
| Counties | 31 (7) | 12 (-) | 10 (-) |
| County Boroughs | 69 (48) | 4 (3) | 3 (1) |

conditions and opportunities of employment is seen even in the selective schools where the two Y.E.O.'s are frequent visitors. The older pupils of these schools are officially under the care of the Careers Advisory Officer of the Ministry of Labour who is based in Newcastle. The increased development of careers work in schools in recent years has been reflected in West Hartlepool. The increased involvement of the Y.E.O.'s in the actual work in the schools has helped both the pupil and the Y.E.O. to come to some realistic decision about future employment.

The rest of the chapter is concerned with a study of the occupational opportunities within West Hartlepool and the work of the Y.E.S. and the schools within this setting.

WEST HARTLEPOOL : ITS INDUSTRIAL AND COMMERCIAL CHARACTER

West Hartlepool, a town with a population of 85,000 inhabitants, is of relatively recent origin. It owes its growth to the development, in the mid-nineteenth century, of the South Durham coalfield. Though not of the coalfield region West Hartlepool's connection with it was essential to its growth and expansion. The development of railway communications and port facilities at West Hartlepool enabled

the exportation of large quantities of coal, and eventually the importation of raw materials such as timber and iron ore. Its favourable position with regard to raw materials and its primary function as a port led to the development of ship-building, marine engineering and iron and steel manufacture.

These early developments, together with the characteristic nineteenth and early twentieth century urban morphology of the town, give the impression of a town overwhelmingly concerned with heavy industry. The occupational classification table (Appendix 2.1a) confirms this. However, in recent years, especially since 1963, there has been some transformation of the occupational structure. This resulted mainly from the closure of the ship-building and a large part of the marine engineering industries. Even the recent expansion of steel making capacity has not counterbalanced this because the introduction of automatic techniques of production has precluded the need for a much larger labour force.

Today an increasing proportion of the working population of the town is employed in new, light industries concerned with the production of electrical apparatus, clothing, paper and plastics. Many of these industries have been set up only

since 1963 (Appendix 2.1c.) These developments are partly a result of the recommendations and provisions of the White Paper (Cmnd 2206) ⁴, and the vigorous policy carried out by the County Borough through the medium of the Industrial Development Officer, to diversify the local economy.

However, despite their increasing employment of men, these industries, in general, play only a small role in the total employment field and rely upon a labour force composed largely of women. Thus even today (1966) a very large proportion of the total male working population (44.8%) is engaged in the production and utilisation of steel. The economy of the town therefore is still susceptible to the dislocations resulting from the cyclical contractions of basic heavy industry.

From the point of view of vocational guidance the limited range of existing occupational choice and, in some years, notably 1962, the limited opportunities of getting and

Footnote 4 - "The North East, A Programme for Regional Development and Growth" Further information can be, and was, obtained from "The Report and Proposals for the North Eastern General Review Area", HMSO 1963 and from a private report by Hoare and Company 1964, "The North East of England : Official Policies and Plans. Survey of Economy".

holding a job, creates a number of problems. These problems should however be presented to the pupils at an early stage in their final years at school.

Only 21.9% of the total working population locally is engaged in the service or tertiary sector of occupations. The proportion of males so employed is however considerably lower (17.7%), half of whom are concerned with the distributive trades. The small proportion of people employed in "commercial" activities is, however, very low even for the North Eastern region ⁵. Prospects for such employment are thus considerably limited.

Despite its proximity to the coalfield and the sea, very few people are employed in activities connected with them, namely, coal-mining and fishing.

Footnote 5 - This fact is reflected in the statistics of rateable values of commercial and industrial buildings, presented by Hoare & Company 1964 (Op cit)

| | | % Total Rateable Value | |
|-------------------|-----------------|------------------------|--------------------------------------|
| | | <u>Tyne-Wear</u> | <u>Teesside-Hartlepool-Cleveland</u> |
| <u>Commercial</u> | Ships | 21 | 13 |
| | Offices | 5 | 2 |
| | Other | 12 | 6 |
| <u>Industrial</u> | Factories/Mills | 30 | 61 |
| | Power/Transport | 15 | 6 |
| | Other | 17 | 13 |

THE YOUTH EMPLOYMENT SERVICE IN WEST HARTLEPOOL

Historical Background

Records relating to the work of education locally could be traced back only to 1903, when the Local Education Committee⁶, constituted under the Education Act of 1902, first met. However it must be remembered that prior to this date the Counties and County Boroughs were not responsible for the administration of education. This was left to the school boards, or the voluntary school managers. Neither made any provision for vocational guidance.

Following the Education (Choice of Employment) Act 1910 the Local Education Committee considered a circular from the Board of Education concerning the appointment of a Juvenile Advisory Committee in connection with the Labour Exchange. By 22nd July 1910 such a committee had been formed⁷, and almost immediately afterwards decided not to support Liverpool Education Committee in its aims to get the administration of the Education (Choice of

Footnote 6 - Two members of the committee represented Technical Instruction and Commercial and Industrial Education with special regard to those needs within the County Borough. Nine other members represented various aspects of education and one person represented labour. Thus the committee had people competent to deal with matters concerning employment.

Footnote 7 - Representatives were:- six members of the Council, two Head Teachers, a Miss Cook of "The Local Apprentices Aid Society", and a member of the Police Court Commission.

Unfortunately minutes of the J.A.C. could only be traced back to April 1939.

Employment) Act 1910 entirely under the aegis of the Local Education Committees. Thus at this early period in the development of the Employment Agencies West Hartlepool L.E.A. was unwilling to undertake complete control. However, this decision was reversed by the J.A.C. in September 1922 following the publication of the Chelmsford Report 1921⁸. In a letter to the Local Education Committee the J.A.C. proposed that "the Education Committee should take over those duties (referring to the Choice of Employment Act) next year."⁹ Furthermore, to emphasise their intent, the J.A.C. resolved that it was not therefore necessary to fill the recent vacancy on the J.A.C.

After the amending Bill to the Education (Choice of Employment) Act had been passed, 1923, the Local Education Committees were given three months in which to decide their course of action.

Footnote 8 - The Chelmsford Committee was set up "to enquire into the difficulties which have arisen in giving effect to the Joint Memorandum of the Presidents of the Board of Trade and the Board of Education of the 3rd January 1911, relating to the administration of the Labour Exchange Act of 1902 and the Education (Choice of Employment) Act 1910, and to make recommendations as to the arrangements which should be made under these Acts for advising and assisting young persons in choosing and obtaining suitable employment, regard being given to the Education Act 1918, and the Unemployment and Insurance Act 1920".

Footnote 9 - Minutes of the L.E.A. 1922.

It would seem that the sub-committee, set up by the Education Committee, to look into this matter, was willing to take over the administration, except for the duties under the Unemployment and Insurance Act in relation to juveniles between 14 and 18 years of age. It was therefore resolved on 12th February 1924 "to write to the Board asking if it was imperative for authorities taking up duties under the "Choice of Employment" Act to administer benefit under the Unemployment and Insurance Act".

Ten days later the Juvenile Employment sub-committee considered the reply from the Board of Education which stressed the necessity for both services to be administered. It also considered a letter from the Association of Education Authorities urging the Borough to take up its powers. No decision was reached that evening, instead the Committee favoured a waiting game which enabled them to take into account the action of neighbouring Boroughs.

By the 28th February 1924 the sub-committee was aware that York, Tynemouth, Darlington, Middlesbrough and Newcastle had decided to exercise their powers, whereas Gateshead, Sunderland and South Shields had decided to take no action. Whether the lack of unanimity within their region was a factor in the eventual decision taken in West Hartlepool is doubtful, but the influence

of finance was overt. The last two sentences in the minutes of the Juvenile Employment sub-committee of that date were:-

"The secretary intimated that the cost of setting up this work in West Hartlepool would be £600 per annum, 50% of which would be paid by the Government. Resolved that the Education Committee be recommended not to adopt the scheme."

This resolution was adopted by the full Committee on 14th March 1924.

The influence of finance is perhaps further illustrated by the fact that following a letter from the Association of Municipal Corporations canvassing support for a motion that the whole of Juvenile Employment work should be in the hands of the Ministry of Labour, the Committee resolved (April 1927) that no action be taken. A similar resolution was passed in September 1934 in respect of a circular concerning the "Choice of Employment" from the Ministry of Labour. Positive action on these proposals might have deprived the Local Education Committee of influence on local policy which it possessed under the existing system, through the medium of the J.A.C., without any financial outlay.

In July 1931 the Education Committee refused to support a proposal by the Association of Education Committees concerning further review of the "Choice of Employment" administration, "Since the Government was then considering raising the school leaving age and lowering the age of entry into unemployment insurance".

The problem of responsibility for administration of the "Choice of Employment" duties was raised only once more prior to the report of the Ince Committee¹⁰. This was in 1937 but the Committee summarily dismissed the matter.

In March 1946 the Deputy Chief Education Officer gave details to the J.A.C. which had met to consider the implications of the Ince Report, of the possibility that the L.E.A. might take over the administration of the Juvenile Employment Service (J.E.S.).

As on the previous occasion in 1924 the J.A.C. considered carefully the advice from the ministry of Education, which stressed that all the functions of the J.E.S. were educational except for the payment of unemployment benefit to those out of work. Again

Footnote 10 - The Ince Committee was set up to report on the working of the Juvenile Employment Service. One of its recommendations was that L.E.A.'s be given a further opportunity to take over the administration of the Service.

information was obtained from neighbouring towns concerning the staffing and administration of such a Service. On this matter frequent reference was made to Newcastle upon Tyne.

The special sub-committee appointed to look into the possibility of assuming responsibility for providing the J.E.S. decided on 17th March 1948 to recommend that the Education Authority should exercise the powers conferred upon them by Section 81 of the Unemployment Insurance Act 1935 and Section 42 (2) of the Unemployment Act 1934 for providing a Juvenile Employment Service. The Deputy Chief Education Officer had presented to this Committee nine reasons why he thought the Authority should assume control, (Appendix 2.2.).

At the same time an assessment of the cost of administering such a service had been presented. This took into account the cost of renting, lighting, heating and maintaining premises, as well as a staff of five which included two Juvenile Employment Officers¹¹.

Footnote 11 - Total estimated cost was £2,190 per annum. Thus the net cost to the L.E.A. was to be £550 per annum. This would involve an increased rate of .35d.

The Education Committee accepted the resolutions of the Sub-Committee and put it forward to the General Council, However financial influences held sway¹² because it was at this meeting that "the minute number 179 of the Council dated 8th April 1948 be rescinded insofar as it relates to the adoption of the resolution of the Education Committee passed on 17th March".

The service was therefore left in the hands of the Ministry of Labour. West Hartlepool is one of the eleven County Boroughs in England which do not administer the Youth Employment Service (formerly J.E.S.).

More recently the new County Borough of Hartlepool has had the opportunity of reconsidering the decision of 1948. However, despite the decision of the Education Committee at that time, and also the fact that the schools in the old Borough of Hartlepool, which was part of the County Durham Education Authority, had experienced a Y.E.S. administered by the L.E.A., the decision to

Footnote 12 - It had been said that the number of staff to be paid was an important reason for the eventual decision.

continue the existing system was taken unanimously¹³. This reflects creditably upon the organisation of the Y.E.S. locally by the Ministry of Labour, and in particular the present Y.E.O.s.

Other reasons for the maintainance of the existing system was that since so few authorities had the Service run by the Ministry of Labour there was a personal and local flavour to its administration. A more fundamental reason, other than finance, was the difficulty of attracting qualified Y.E.O.s (Appendix 2.2.a). The distinct lack of people with such qualifications indicated by the Albermarle Report (para.145) is further effectively illustrated by reference to the "situations vacant" columns in any weekly edition of the Times Educational Supplement.

Footnote 13 - Item No. 284 Minutes of Finance and General Purposes Sub-Committee, 20th Sept. 1967. "Consideration was given to a report that under provision of Hartlepool order 1966, the new County Borough Council may before Jan. 1st 1968 submit to the Ministry of Labour, for his approval, a scheme to administer the Y.E.S. instead of the Service being administered by the local office of the Ministry of Labour.

Having considered the observations of the Chief Education Officer including the opinions of Headteachers of various secondary schools.

Resolved that the Council be recommended not to take over the Service and that the present arrangements for administering the Y.E.S. be maintained."

THE YOUTH EMPLOYMENT SERVICE TODAY

The Youth Employment Office occupies part of the building housing the Employment Exchange of the Ministry of Labour, which is situated near to the present day town centre. Despite the development at present of a new town centre, the Office will maintain a central position. Thus it is easily accessible for all children living in West Hartlepool. Since it is the only Youth Employment Office within a radius of at least six miles the Office deals with the queries of many young people from Hartlepool and from surrounding villages. This is found to be the case especially during the "open evening" session held every Tuesday. In actual fact many such young people are placed into employment and issued with insurance cards at this office¹⁴.

The existing accommodation is excellently suitable for the task of the Service, but there is already considerable congestion within the main Department of the Labour Exchange, which requires the space now occupied by the Y.E.S. Therefore new 'temporary' accommodation is being urgently sought for by the Department of Employment

Footnote 14 - Since the amalgamation of the Borough of Hartlepool and the County Borough of West Hartlepool, young people from these areas are now officially within the administrative region of the Office.

~~Productivity~~ Already much of the town centre had been demolished and although work has begun on the new centre most of the buildings scheduled for that area are bespoken and will not be ready for occupation for some considerable time.

It would appear therefore that the Service will have to be housed further away from the town centre than at present. A solution may be to find accommodation near to the ~~Existing~~ Education Offices so that a more tangible link between the two Departments is apparent. Further consideration could be given to the possibility of incorporating the Y.E.S. into or alongside the newly completed buildings for the College of Further Education. Although in fact the Service is run by the Ministry of Labour it would seem that, during the upheavals created by the building of a new town centre, the amalgamation of the two towns, the reorganisation of Secondary education and the eventual raising of the school leaving age, an ideal opportunity has arisen for the two Departments to plan the situation of the offices of the Y.E.S. so that there is some physical link between the Service and Educational administration or further education. It would be a pity if the problems, theoretical and practical, of "dual-control"

prevented the two sides from getting together to discuss the advantages that such contiguity of site might present. Furthermore such considerations may lead to an appreciation by both sides of the need for continuous and understanding co-operation so that many of the limitations effected by "dual-control" may be avoided¹⁵.

Staff

At present there are three trained Youth Employment Officers, one man and two women, within the local Y.E.S.¹⁶. The third one was trained in preparation for the amalgamation of the two towns and the associated increase in the duties of the Service. She has been in the Service for two years now. Previously she was head of the Women's Section of the Labour Exchange at West Hartlepool. At the moment she is in charge of the office work - placements, preparation of statistical returns, National Insurance work and maintenance of record cards. In this work she is helped by three clerical assistants ("employment assistants" according to the Albermarle Report) - one male and two female. All three

Footnote 15 - The Future Developments in the Youth Employment Service. H.M.S.O. 1965 (Albermarle Report).[↑] See also Chap. 3, (p.27) para. 225.

Footnote 16 - See Para. 225 *ibid.* for description of the differences in what is regarded as trained by the Ministry of Labour & the Institute of Y.E.O.'s. However the number and qualifications of the staff here compares favourably with those elsewhere in the country. Paras. 214, 215, 216.

have received appropriate training at the Regional Headquarters in Newcastle. As a result of this recent appointment the two senior Y.E.O.'s have been able to spend much more of their time within the schools and industry. These are the types of activities recommended by the Albermarle Report¹⁷. All the Y.E.O.'s have undergone the training procedure for D.E.P. personnel, outlined in the Albermarle Report. However, the recently appointed Y.E.O. has had a much more systematic training¹⁸ as a result of the implementation of the recommendations on this matter by the Albermarle Committee. Thus she has avoided the duplication of information and material experienced by the two senior Y.E.O.'s and the problem of having to participate for a number of weeks or months in the work of the Y.E.S. untrained. This last experience was much regretted by the male Y.E.O.

The present senior Y.E.O.'s have been in charge since the latter half of 1964, their predecessors having been there from 1960. Prior to that there had been only one Y.E.O. since 1948.

Footnote 17 - (Ibid) Paras. 14, 15, 24, 53, 59, 61, 68, 88 and 89. These are embodied in the principal recommendation p.73.

Footnote 18 - The new Scheme is presented in the Report of the N.Y.E.E.C. on "The Work of the Youth Employment Service 1962-1965".

The local Service has not suffered therefore from the frequent changes of staff that one would expect with regard to the criticisms levelled at staffing structure of the Ministry of Labour by their opponents.

THE WORK OF THE Y.E.O.'S

The bases for the work of the Y.E.O.'s are the "traditionally accepted" functions of the Y.E.S. i.e.

1. To provide young people, their parents, and their schools with accurate and up to date information about employment and careers.
2. To give vocational guidance to young people in their later years at school and subsequently,
3. To help young people to find suitable employment and employers to find suitable workers.
4. To follow up the progress of young people in employment and to give them any further help and advice they may need.

Although these traditionally accepted functions and the means by which the Y.E.O. can fulfil them are liable to change,¹⁹ an account of the work done by the Y.E.O.'s in West Hartlepool will be presented under the above heads.

Footnote 19 - Para. 212. Future developments in the Y.E.S.

"We foresee that an increased proportion of a Y.E.O.'s working year will be occupied in helping schools as distinct from individual boys and girls and in developing closer contacts with industry, commercial and F.E. establishments".

INFORMATION

In general the Y.E.O.'s introduce themselves to the children in the 4th forms of Secondary Modern Schools by means of a general talk at the beginning of the school year. As well as using this talk to facilitate initial personal contact it is designed as an introduction to careers work done in school. The importance of relating one's aptitudes, capacities and inclinations to the demands and rewards of various occupations are stressed at this time. More recently this introductory talk has been put forward so that in most schools it is now given to children at the end of the third year at Secondary School. A further talk is then given to them early in the 4th year in which the leaving dates, application forms for apprenticeships, and opportunities in Further Education are explained, as are the ways in which the Y.E.O. can help them with any queries, problems and job aims.

In addition to the talks given to the modern school children the Y.E.O.'s accompany the C.A.O.'s from the regional headquarters at Newcastle to the talks which they give the fourth and fifth form pupils at the selective schools. In this respect the Y.E.O.'s are introducing themselves and stressing their availability in

case of individual need.

During the last three years the Y.E.O.'s have extended the time they spend in school and in this way have been implementing, in advance, the recommendations of the Albermarle Report. The increased time in schools has been used mainly in two ways. Firstly, many more talks have been given and discussions held on such topics as apprenticeships, Further Education, industrial training, wages, National Insurance, Income Tax, Trades Unions, accidents and safety at work, the social structure and conditions at work, and conduct at interviews. Secondly, the Y.E.O.'s have participated in watching and listening, and subsequently discussing the B.B.C. T.V. and Radio broadcasts in the "Going to Work" and "The World of Work" series.

Other information and advice is given to school teachers in relation to the organisation and development of careers programmes, and in some cases to those in Colleges of Further Education on the setting up of special courses for those in employment. The latter aspect was seen recently in the development of a Retailers Course at the College of Further Education. As part of their work within the school careers programme the Y.E.O.'s arrange for speakers - from H.M. Forces, Schools

Liaison Officers and Industrial Safety Officers - to visit schools. They also arrange for the distribution of careers films throughout the schools. The use of films in careers work is rapidly increasing and is well reflected in the large proportion of careers teachers from West Hartlepool attending previews of films at regional meetings.

The need for information at first hand is catered for in the form of school visits to industrial and commercial establishments locally. All these visits are arranged by the Y.E.O.'s and, in the case of the girls especially, they often accompany the visiting party²⁰. Arranging a wide range of visits for each school is not an easy task and occasionally the dates or the number of visits are unacceptable²¹. The local Youth Employment Committee are hoping to develop a "works experience"²² scheme but because of the legal implications, are awaiting the raising of the school leaving age.

Footnote 20 - See Appendix 3K for a list of these visits.

Footnote 21 - This has been illustrated by the new Manor School which works to a much stricter timetable than other modern schools. As a result the careers master there has made arrangements for a greater range of visits over a much wider geographical area. The ease with which he was able to do this may suggest that the Y.E.O.'s could probably increase the number of visits available to each school without much difficulty.

Footnote 22 - This involves the pupil in the actual work situation - in factory, office or shop - for periods varying from 1-4 weeks.

All the works visits are arranged for modern school pupils and the selective schools play no part in such arrangements, though individual selective schools do arrange works visits as part of a pattern of general education. These are usually undertaken towards the end of the summer term. However, during the last two years the Y.E.O. and the Vocational Service Committee of the local Rotary Club have provided for small groups of students to spend a day or a number of days in places such as banks, architects' offices, dentists' surgeries, solicitors' offices etc.

The Careers Convention is a further way in which the Y.E.S. provides information. Each child over 13 years of age is invited to attend and a letter is sent to their parents inviting them to accompany their children. The Convention has been altered in character during the past few years but traditionally they are organised on a two year basis to cater for the different needs of the selective and modern schools, i.e. a Convention is held for pupils at modern schools one year and in the following year one will be held for the pupils at selective schools. Originally the Conventions were organised on the basis of short talks by

prominent representatives of five or six occupations or industries²³. Afterwards these speakers were available in separate rooms for individual questioning. Therefore in order to cover a wide range of jobs it was necessary to run the Convention for six evenings.

For a number of reasons²⁴ this system has since been abandoned, to be replaced by the more usual Convention in which a wide range of jobs are presented for a period of one or two evenings, not only by representatives of those occupations - who are available for individual advice and information - but also by means of illustrative material and where possible by working machinery. This type of convention was organised in 1966 for the modern schools and has been accepted by the sub-committee of the local Y.E.C. as the basis for future Conventions.²⁵

Since 1962 when the Conventions were first introduced, there has been a need for good relations between the schools and the Y.E.S. because in every case a school has been used to house the Convention.

Footnote 23 - The Y.E.S. has a table or a room to advertise its services and to act as a means of distributing, on loan, the careers booklets published by the C.Y.E.E. These booklets and other magazines on loan from the Y.E.S. are mentioned in the talks given by the Y.E.O.'s in schools.

Footnote 24 - See Chapter 3.

Footnote 25 - The selective schools had their Convention on these lines in 1967.

Part of the responsibility of the Y.E.O. is to provide and give information and advice to parents. In fact, as stated in the Albermarle Report (Para. 83), it is virtually impossible to carry out the Service properly if early co-operation with the parents is not achieved, since research findings indicate the predominant influence of parents, even amongst selective school pupils, upon eventual job choice (Guy 1966 p.41 & p.46, Veness 1962 & Carter 1962 & 1965)

Locally the Y.E.O.'s contact parents by letter inviting them at the appropriate time to attend the vocational guidance interview, the careers Convention and the open evenings. The response to these is low, especially in the last two cases (below 5%), whereas recently there has been an increase in the response to the first (now about 50%). For those who do not attend the interview space is provided on the Y.35 for them to put forward any information or opinions that are relevant to the situation (only about 10% do this), though this low figure is due to some extent to the fact that many schools do not send the form to the parents. Other methods of contact used are those of articles in the local evening paper - these appear regularly before and during the careers Convention - and occasionally by talks to various bodies and societies such as the Townswomen's Guild. No other attempts to

contact parents are made and there is definitely no effort made to contact them earlier in their child's secondary school career which is recommended in the Albermarle Report (Para. 85). Suggestions for extending such contacts are put forward in Chapter 8.

The responsibility for providing the schools with accurate and up-to-date information about employment and careers has now virtually been taken over by the C.Y.E.E. Most schools are on mailing lists, and relevant information is obtained direct from the head office. Furthermore much other useful information is obtained from bodies such as C.R.A.C., A.C.E. and Careers Index, if individual schools are corporate members, and from many large local and national industrial, commercial, and educational establishments. However, this does not imply that the responsibility of the Y.E.O. has decreased, rather the opposite in fact. Since more of the routine handling of information has been taken away from the Y.E.O., and since increased help has been forthcoming in the form of employment assistants in the Y.E. Office, the Y.E.O. has more time available for contacts with the schools; for individual discussions with the Careers Masters about

existing and proposed careers programmes, for participation in group and class activities, and if need be, individual interview. But of considerable importance is the fact that the increased time available enables the Y.E.O.'s to contact local industrial, commercial and further education establishments. These contacts will enable the acquisition of information not only about individual occupations through the medium of job studies, but an up-to-date picture of areas of existing or likely development or contraction within local firms. It is in this field of knowledge of local occupations and training facilities that the Y.E.O. can be of most use to the schools²⁶.

VOCATIONAL GUIDANCE

This aspect of the work is contained in both the introductory talks, given to third and fourth year pupils, by the Y.E.O.'s and in the subsequent talks and discussions mentioned above. The interview with the young person and parents, however, is regarded by the Service as the core of their guidance work.

Footnote 26 - A request for this type of information was put forward unanimously at the first meeting of the local careers teachers Committee which was formed by the efforts of the Y.E.O.'s. This Committee seems to be the required matrix for binding the schools and the Service more effectively together while at the same time encouraging new developments.

In preparation for this interview the Y.E.O. has at his command a considerable amount of information about the boy or girl concerned, which is obtained from the school reports, (Y.15 and Y.18) and the reports filled in by the children themselves, (Y.35 and Y.17). However, no objective information is provided, i.e. standardised tests of intelligence, aptitude, achievement, interests or personality are not used locally, as they are in such places as Preston, Warrington and Birmingham.²⁷ These places however are exceptional; the general practice throughout the country is similar to that found in West Hartlepool.

The Y.E.O.'s begin their interviews with the children as early as November. This means that all the children who are leaving at Easter will have been interviewed by the end of February. Interviews for those leaving in summer are then begun and are completed by the beginning of June.

Generally the Y.E.O.'s spend about fifty days on this work, normally interviewing about eleven children each day. The average time allowed for each interview is therefore about 30 minutes.

Footnote 27 - Tests of this nature are not used in any of the secondary schools in West Hartlepool, except in the case of the Manor School, a newly opened school, which has adopted a policy of administering tests of intelligence to all its pupils every year.

This is much higher than the average in many other areas²⁸. The Y.E.O.'s would like to spend more time on this work but unfortunately the time which is convenient for them is inconvenient for the schools, i.e. the beginning and end of terms.

The poor response from parents and the common-sense attitude of the head teachers and careers teachers results in the fact that a large proportion of children (over 50%) experience their interview under the kind of conditions for which many writers on this matter have pleaded; namely alone with the Y.E.O.²⁹. Therefore the criticism of "adult overloading", (ratio of one child to three adults) levelled at the interview situation by people such as Carter and Paul does not hold here³⁰. In these cases the true interests of the child are more likely to be presented. Generally there is accordance of opinion between the Y.E.O. and the child in 99% of cases. However, since 1964 there has been an

Footnote 28 - "The Future Developments of the Y.E.S." 1965
Appendix 1 p.78 interviews lasting on average 15-20 minutes.

Footnote 29 - On some occasions the Y.E.O. invites the Careers Teacher to be present. This is especially the case if the teacher is newly appointed to the job so that an understanding of the interview situation is soon obtained.

Footnote 30 - This situation according to Paul (1962) is "not calculated to catch the young at their most confiding".

increase in the number of parents attending the interview.

Previously the attendance of parents was about 30%; now it is nearly 50%. There is a marked difference between the numbers accompanying boys (c. 35%) and girls (c.60%), as well as a difference from one school to another (appendix 2.7). This growth may be related to the work of the present Y.E.O.'s and to the increased emphasis put on careers work in schools, or to the general economic situation as it affects employment locally.

According to the Y.E.O.'s about 40% of the children show little sign of having thought about job prospects seriously. In some cases the Y.E.O.'s arrange for a second interview (this affects about 8% of all boys and girls) to ensure that some concern is shown for them. The Y.E.O.'s also find that as many as 10% of boys and 15% of girls have changed their minds on the type of job they want between filling in the Y.35 and the interview. How much this is a result of the interview situation as seen by Carter (1962 pp 116-124) and how much it is a real change of mind is difficult to say. It does however emphasise the need for a more frequent sampling of job choices and individual interests. It is in this sphere that the Rothwell-Miller Interest Blank can play

a part³¹.

One aspect of the work carried out in the recently extended guidance activities of the Y.E.O.'s is the increasing use of the Questionnaire "Measure Yourself and the Job" (Appendix 2.6). As a result of the exercises involved in filling in this form the pupils are given greater insight into the problems which face them in deciding upon a particular job. The use of this should result in a decrease in the number of children showing few signs of thought about jobs and in the numbers showing complete changes of choice.

The 7-point plan is used as a basis for the guidance interview³². Although the Y.E.O.'s lack any specific objective information about the pupils which could make their assessment more accurate, the plan provides for a comprehensive survey of a person - capacities, inclinations and opportunities - using what information is available from other people as well as from the person himself.

Footnote 31 - This is dealt with in Chapter 7. The Surveys of job aims carried out for this study throughout all schools for a period of over a year show that serious thought is given by a large majority of pupils, but that at the end, for a variety of reasons, many are quite liable to accept any type of job.

Footnote 32 - The 7-point Plan. N.I.I.P. No.1. A. Rodger.

The Y.E.O.'s have cyclestyled copies of the plan (See Appendix 2), and during the interview may jot down information on to this which is then put into each record card and can be referred to as an aide memoire thereafter, but need not be shown to parents.

The majority of children in West Hartlepool find their own jobs (Tables 2.1 & 2.2). This is particularly the case for the boys, amongst whom the proportion finding work for themselves ranges from 58% (1964) to 85% (1965). A similar trend, though a smaller proportion, is to be found amongst the girls, (ranging from 43.5% 1964 to 60% 1966)³³. It has been noted that throughout the country there has been a decrease in the proportion of young people being placed by the Y.E.S. into employment^{34 35}.

The girls obtain jobs much more readily than boys. This is to be seen amongst those who are "placed" and those who "find work". From 1964-66 the proportion of girls ^{who were, in fact, actually} placed in employment by the

Footnote 33 - This contrasts with the situation in Willesden described by G. Maizels, 1965.

Footnote 34 - a) "Future Developments of the Y.E.S." Para. 71.
b) Maizels noted a decline from 58% to 39% in the proportion being placed.

Footnote 35 - Figures locally for placements in 1963 were available only for the boys. (This was the maximum year for the bulge and the peak year for the "depression" in West Hartlepool). In that year 68% of boys obtained their own jobs. The particular hardships of that year may have accelerated the tendency to find work in the local area.

TABLE 2.1

TIME ACQUIRING JOBS - BOYS

a) Easter leavers

b) Summer leavers

| <u>1963-4</u> | | | | <u>WEEKS</u> | | | | | |
|-------------------|-----|-----|------|--------------|-------|-------|-------|---------|-------|
| | 0-4 | 4-8 | 8-12 | 12-16 | 16-20 | 20-24 | 24-28 | Over 28 | TOTAL |
| Found Work a) | 89 | 19 | 3 | - | 2 | - | 1 | - | 114 |
| b) | 103 | 90 | 7 | 7 | 1 | 2 | - | - | 210 |
| TOTAL | 192 | 109 | 10 | 7 | 3 | 2 | 1 | - | 324 |
| Placed in work a) | 73 | 20 | 7 | - | - | - | - | 1 | 100 |
| b) | 73 | 37 | 17 | 2 | 2 | 2 | 1 | - | 134 |
| TOTAL | 146 | 57 | 24 | 2 | 2 | 2 | 1 | - | 235 |
| Easter | 162 | 39 | 10 | - | 2 | - | 1 | 1 | 215 |
| Summer | 176 | 127 | 24 | 9 | 3 | 4 | 1 | - | 344 |
| TOTAL | 338 | 166 | 34 | 9 | 5 | 4 | 2 | 1 | 559 |

Found Work 58% total pupils

Placed 42% total pupils

| <u>1964-5</u> | | | | | | | | | |
|-------------------|-----|-----|----|---|---|---|---|---|-----|
| Found Work a) | 71 | 20 | 11 | 1 | - | 4 | 1 | - | 108 |
| b) | 147 | 62 | 17 | 7 | 2 | - | - | - | 235 |
| TOTAL | 218 | 82 | 28 | 8 | 2 | 4 | 1 | - | 343 |
| Placed in work a) | 51 | 2 | 3 | - | - | 1 | - | - | 57 |
| b) | 64 | 24 | 10 | - | - | - | - | - | 98 |
| TOTAL | 115 | 26 | 13 | - | - | 1 | - | - | 155 |
| Easter | 122 | 22 | 14 | 1 | - | 5 | 1 | - | 165 |
| Summer | 211 | 86 | 27 | 7 | 2 | - | - | - | 333 |
| TOTAL | 333 | 108 | 41 | 8 | 2 | 5 | 1 | - | 498 |

Found Work 69% total pupils

Placed 31% total pupils

TABLE 2.1 contd.

| 1965-66 | 0-4 | 4-8 | 8-12 | 12-16 | 16-20 | 20-24 | 24-28 | Over 28 | TOTAL |
|----------------------|-----|-----|------|-------|-------|-------|-------|------------|-------|
| Found Work a) | 90 | 8 | 7 | 1 | - | - | - | - | 106 |
| b) | 208 | 87 | 13 | 1 | - | - | - | - | 309 |
| TOTAL | 298 | 95 | 20 | 2 | - | - | - | - | 415 |
| Placed in Work a) | 32 | 4 | 2 | - | - | - | - | - | 38 |
| b) | 26 | 5 | 4 | - | - | - | - | - | 35 |
| TOTAL | 58 | 9 | 6 | - | - | - | - | - | 73 |
| Easter | 122 | 12 | 9 | 1 | - | - | - | - | 144 |
| Summer | 234 | 92 | 17 | 1 | - | - | - | - | 344 |
| TOTAL | 356 | 104 | 26 | 2 | - | - | - | - | 488 |

Found Work 85% total pupils
Placed 15% total pupils

| 1966-67 | | | | | | | | | |
|----------------------|-----|-----|----|---|---|---|---|---|-----|
| Found Work a) | 63 | 12 | 3 | 2 | 1 | - | - | - | 81 |
| b) | 163 | 102 | 33 | 1 | - | - | - | - | 299 |
| TOTAL | 226 | 114 | 36 | 3 | 1 | - | - | - | 380 |
| Placed in Work a) | 36 | 6 | 1 | - | - | - | - | - | 43 |
| b) | 45 | 36 | 15 | 1 | 1 | - | - | - | 98 |
| TOTAL | 81 | 42 | 16 | 1 | 1 | - | - | - | 141 |
| Easter | 99 | 18 | 4 | 2 | 1 | - | - | - | 124 |
| Summer | 208 | 138 | 48 | 2 | 1 | - | - | - | 397 |
| TOTAL | 307 | 156 | 52 | 4 | 2 | - | - | - | 521 |

Found Work 72.5% total pupils
Placed 27.5% total pupils

TABLE 2.2

TIME ACQUIRING JOBS - GIRLS

- a) Easter leavers
- b) Summer leavers

| WEEKS | | | | | | | | | |
|-------------------|--|-----|------|-------|-------|-------|-------|---------|-------|
| <u>1963-64</u> | 0-4 | 4-8 | 8-12 | 12-16 | 16-20 | 20-24 | 24-28 | Over 28 | TOTAL |
| Found Work a) | 56 | 1 | - | - | - | - | - | - | 57 |
| b) | 109 | 40 | 7 | 1 | 2 | - | - | - | 159 |
| TOTAL | 165 | 41 | 7 | 1 | 2 | - | - | - | 216 |
| Placed in Work a) | 105 | 4 | 1 | - | - | - | - | - | 110 |
| b) | 132 | 29 | 6 | 2 | - | - | - | - | 169 |
| TOTAL | 237 | 33 | 7 | 2 | - | - | - | - | 279 |
| Easter Summer | 161 | 5 | 1 | - | - | - | - | - | 167 |
| | 241 | 69 | 13 | 3 | 2 | - | - | - | 328 |
| TOTAL | 402 | 74 | 14 | 3 | 2 | - | - | - | 495 |
| | Found Work 43.5% total pupils Placed 56.5% total pupils | | | | | | | | |
| <u>1964-65</u> | | | | | | | | | |
| Found Work a) | 73 | 2 | - | - | - | - | - | - | 75 |
| b) | 157 | 39 | 3 | - | - | - | - | - | 199 |
| TOTAL | 230 | 41 | 3 | - | - | - | - | - | 274 |
| Placed in Work a) | 87 | - | - | - | - | - | - | - | 87 |
| b) | 86 | 13 | 6 | - | - | - | - | - | 105 |
| TOTAL | 173 | 13 | 6 | - | - | - | - | - | 192 |
| Easter Summer | 160 | 2 | - | - | - | - | - | - | 162 |
| | 243 | 52 | 9 | - | - | - | - | - | 304 |
| TOTAL | 403 | 54 | 9 | - | - | - | - | - | 466 |
| | Found Work 60.0% total pupils Placed 40.0% total pupils | | | | | | | | |

TABLE 2.2 contd.

[illegible]

Y.E.S. within 4 weeks of leaving school rose from 85% to 95%; for boys the respective proportions were 62-79%. When both those who were placed and those who found work were considered, over 80% of girls in all the three years obtained jobs within four weeks of leaving school, whereas in the case of boys it ranged from 60% to 73%. The greater facility with which girls obtain jobs is illustrated further in Tables 2.1 and 2.2. Only in 1964 did it take longer than 16 weeks for some girls to find a job (0.4% of total), whereas in both 1964 and 1965 2.0% and 1.7% respectively of the boys took a further 12 weeks to obtain employment.

In this respect the boys were still suffering from the combined effects of the "bulge" and the contraction of older industries of Hartlepoons and Teesside. In 1962 only 35% of all boys had obtained a job within four weeks of leaving school, and after sixteen weeks had elapsed 11.2% were still unemployed.

Generally those who are placed by the Youth Employment Service are in employment earlier than those who find work. The Y.E.S. manages always to obtain employment for a great majority of young people who register with it within four weeks of leaving school.

However, speed with which a job can be provided is not the sole, or even an important factor when assessing the placement

work of the Y.E.S. Speed may even be an indication of failure, in that it may indicate that too many young people, as round pegs, are being placed into square holes. The effectiveness of the Service is seen better perhaps in the light of the satisfaction of, and progress by the individual concerned³⁶.

The proportion, albeit a decreasing one, of young people placed by the Service is also not a significant factor in the assessment of its effectiveness. In fact as a result of increased attention being paid to Careers Guidance both by the Y.E.S. and the Schools one would expect the end product would be children who are better equipped to assess and satisfy their own desires and abilities. As long as there is general agreement between the Y.E.O. and his "client" concerning the field and level of work, and perhaps even about specific job, the means by which the job is obtained are not really important. There should be, therefore, as a direct result of the work of vocational guidance, a decrease in the number placed by the Y.E.S. In this respect suggestions that the Service should change its name so that the advisory function may be stressed would

Footnote 36 - Research into these aspects would probably be very illuminating. Furthermore a study of why some people do not use the Service in order to find a job would be of great interest. Some indications of the type of answer likely to be obtained are to be seen later in Chapter 3.

seem to be valid³⁷.

One aspect of placement which the Y.E.O. has been able to influence is the use, by local firms, of the Government Training Centre at Turndale. In this way the number of engineering apprenticeships available has been increased. As a result of his suggestions five local firms are paying for the training of 17 extra apprentices.

FOLLOW-UP

Supposedly all young people are to be followed up within 3-6 months after entering employment. Such a procedure is used to ensure that the young people are settled satisfactorily in their jobs. The procedure is also of value to the Y.E.O. in that he can relate the existing situation and working conditions of the client to the advice he gave him prior to leaving school, and can thus check on the relevance of his guidance and the information on which he based his advice. Until 1965 the Y29 and Y30 forms were used as a basis for follow-up. These forms asked the young people for information about themselves and their jobs. This information could be given at an open-evening to which they were invited to

Footnote 37 - The Future Development of the Y.E.S. HMSO 1965.
Paras. 251-253.

TABLE 2.3

OPEN EVENINGS - BOYS

| OPEN EVENINGS - 1965 | | | | | | | | | | | | |
|--|--------------|----------------|------------|--|--------------|------------------|------------|-----------------|------------|-----------------|--------------------|----------------------|
| First Invitation | | | | Other than first invitation | | | | Uninvited | | | | |
| Date | No. sent out | Reply in writ- | atten- ded | No. satis- fied | No. sent out | Reply in writing | Atten- ded | No. satis- fied | Atten- ded | No. satis- fied | Reply in writ- ing | Total no attend- ing |
| Oct 1959 | 304 | 44 | 75 | 62 | 91 | 4 | 10 | 12 | 62 | 10 | 48 | 147 |
| Sept 1960 | | | | | | | | | | | | |
| 1960 | 250 | 23 | 62 | 47 | 109 | 8 | 15 | 15 | 92 | 21 | 31 | 169 |
| 1961 | | | | | | | | | | | | |
| 1961 | 251 | 58 | 72 | 53 | 56 | 11 | 13 | 10 | 97 | 31 | 69 | 182 |
| 1962 | | | | | | | | | | | | |
| 1962 | 199 | 38 | 45 | 40 | 107 | 19 | 31 | 26 | 83 | 31 | 57 | 159 |
| 1963 | | | | | | | | | | | | |
| 1963 | 233 | 42 | 67 | 57 | 78 | 11 | 16 | 12 | 118 | 54 | 53 | 201 |
| 1964 | | | | CHANGE OF Y.E.O. | | | | | | | | |
| 1964 | 290 | 63 | 44 | 84 | 64 | 9 | 8 | 9 | 49 | 28 | 72 | 101 |
| 1965 | | | | CHANGE OF FOLLOW-UP SYSTEM (TO E.D. 200) | | | | | | | | |
| 1965 | | | | | | | | | | | | |
| 1965 | 235 | 15 | 45 | 56 | 19 | - | 2 | 2 | 37 | 20 | 15 | 47 |
| 1966 | | | | | | | | | | | | |
| 1966 | 176 | 2 | 39 | 25 | 56 | 1 | 5 | 2 | 71 | 39 | 3 | 44 |
| 1967 | | | | | | | | | | | | |
| NATIONAL FIGURES ON OPEN-EVENINGS 1965 | | | | | | | | | | | | |
| 1965 | 17.3% | | | | | 27.8% | | | | | | |

So many leavers followed up each month 3-6 months after entering employment by two systems a) Invitation to Open Evening b) letter (E.D.200)
 75% don't come in to open evening therefore follow-up again by E.D. 200.
 50% don't reply to letter (E.D. 200)

Changed system in 1965 so that only those who entered non-accordance jobs were called in (N.B. decrease in number so employed!). However, for those entering employment after 1968 the system will be changed again. So that all young people are invited to the Open Evening.

meet the Y.E.O. or by written reply. Very few people (c.25%) replied to the open evening invitation, but a larger proportion (c.55%) used the follow-up letters. In September 1965 the procedure was modified to the extent that an invitation, in the form of an individual letter (Appendix 2.4(a)) to the open-evening is now sent to those young people whom the Y.E.O.'s consider are in unsuitable employment. The rest are contacted by means of a follow-up letter (E.D.200) (Appendix 2.4(b)). This procedure preceded the recommendations of the Albermarle Report (para. 81) but as yet there has been no attempt to include home visits as part of the procedure.

Until the change in the follow-up system more girls were invited to the open-evenings than the boys (Tables 2.3 and 2.4) and far more boys were followed up by letter (Tables 2.5 and 2.6).

Although the new system has not been in operation for more than two years the numbers of boys and girls followed up by letter or by invitation to open-evenings has been equalised, but the number being invited to open-evenings has been reduced. This number however is over 2/5 of all school leavers, and it would seem to be either an indictment of the Y.E.S. or of the range of occupations in the town to assume, as stated earlier, that all of these were in unsuitable employment.

In all years, from 1959 to 1966, for which figures could be obtained, the boys had a higher response ratio to the open-evening (Boys attending, ranging from 15-29%; girls from 11-25%, and girls had a higher response in writing to that of the invitation (Girls' replies ranged from 10-35%; boys from 6-28%). (Tables 2.3 and 2.4). With regard to the follow-up letters, (Tables 2.5 and 2.6), the response by both girls and boys has been more or less the same (c.55%), but since the introduction of the new letter (E.D.200) in September 1965 the response from the boys has dropped and that from the girls has risen by about 10%.

Although these different reactions are most probably an interesting reflection of character traits which develop in boys and girls in respect of personal confrontation with "strangers", or at least adults, and in replying to letters, the response in general is low i.e. about $\frac{1}{4}$ attend the open-evenings, and $\frac{1}{2}$ reply to the letters³⁸. To what extent is this a reflection of personality and character traits of young people, or of the effectiveness of the Service?³⁹

Footnote 38 - These are mirrored in National Figures. Tables 2.3, 2.4 though the response in writing is lower and the actual attendances at open-evenings are higher

Footnote 39 - This is another interesting topic that could be looked into later.

TABLE 2.5

FOLLOW-UP LETTERS - BOYS

| | Sent | Total Replies | | Satisfactory Replies as % of Total Replies |
|---|------|-----------------|-------|---|
| | | | | |
| Oct 59) Sept 60) | 337 | 171 | 51% | 78% |
| Oct 60) Sept 61) | 321 | 214 | 67% | 83% |
| Oct 61) Sept 62) | 451 | 340 | 76% | 93% |
| Oct 62) Sept 63) | 454 | 256 | 57% - | 89% |
| Oct 63) Sept 64) | 477 | 281 | 59% | 92% |
| <u>CHANGE OF Y.E.O.</u> | | | | |
| Oct 64) Sept 65) | 485 | 260 | 54% | 94% |
| <u>NEW SYSTEM</u> | | <u>E.D. 200</u> | | |
| Oct 65) Sept 66) | 404 | 195 | 48% | 97% |
| Oct 66) Sept 67) | 522 | 341 | 60.8% | 93% |
| <u>CHANGING SYSTEM AGAIN. EASTER 1968</u> | | | | |

There was a significant decrease in the proportion of young people, both boys and girls, attending the open-evenings just after the present Youth Employment Officers took over their duties,⁴⁰ though the replies in writing to that invitation remained at a high level from the boys, and increased markedly from the girls. To some extent this may be an indication of the personal influence of the Y.E.O., i.e. he is not looked upon as a representative of "them" (referred to by Carter 1962 p.54 & pp.116-124), but instead has developed, with some young people, a relationship conducive for guidance. Thus in the year October 1964 to September 1965 the present Y.E.O.'s were dealing with children with whom they had had no previous contact. Consequently there was a drop of c.40% in the normal attendances at the open-evenings.

Furthermore, during this period there was a marked increase in the proportion of people attending the open-evening, who were satisfied with their jobs. (Tables 2.3 and 2.4). This has occurred amongst both girls and boys, and therefore cannot be explained purely by reference to the difficult employment situation prior to 1964 which may have resulted in many gratefully accepting jobs for

Footnote 40 - This reaction is seen, less markedly in 1960, when there was a change in the staff of Y.E.O., therefore supporting the criticism of a break in continuity.

TABLE 2.6

FOLLOW-UP LETTERS - GIRLS

| | Sent | Total Replies | | Satisfactory Replies as % of Total Replies |
|---|------|---------------|-------|---|
| Oct 59) Sept 60) | 304 | 158 | 52% | 80% |
| Oct 60) Sept 61) | 299 | 155 | 52% | 91% |
| Oct 61) Sept 62) | 356 | 212 | 59% | 95% |
| Oct 62) Sept 63) | 288 | 158 | 55% | 95% |
| Oct 63) Sept 64) | 279 | 148 | 51% | 93% |
| <u>NEW Y.E.O.</u> | | | | |
| Oct 64) Sept 65) | 274 | 127 | 45% | 97% |
| <u>CHANGE OF SYSTEM</u> <u>E.D. 200</u> | | | | |
| Oct 65) Sept 66) | 392 | 244 | 63% | 94% |
| Oct 66) Sept 67) | 484 | 377 | 77.8% | 95.5% |
| <u>CHANGING SYSTEM. EASTER 1968</u> | | | | |

which they really did not care. The "depression" of 1962 and 1963 hardly affected the employment conditions of girls locally.

It seems likely that the drop in attendance at open-evenings in 1964-5 can be attributed to the fact that many of those who were dissatisfied with their jobs were reluctant to discuss their problems with a stranger, Y.E.O. and were unsure of expecting help. This lack of continuity is one major drawback of the service when it is administered by the D.E.P.

Unfortunately this line of argument cannot be continued further because by October 1965, when young people with whom they had had contact were being reviewed, the follow-up system had been modified. Therefore straightforward comparison is not possible. However some increase was to be seen, especially in the response of boys, although in the case of both boys and girls the response by writing to that invitation was very low⁴¹.

At present under the new system about 75% of girls and boys invited to the open-evening are not replying at all. These young people are then sent a follow-up letter (E.D.200) and about 50% of those do not reply. Thus there are still just under 50% of the young people with whom the Y.E.O.'s think it necessary to have some contact who do not respond to the existing means of follow-up.

Footnote 41 - The response to the new follow-up letters (E.D.200) was mentioned above.

It is impossible to judge the extent to which the Y.E.S. can be blamed for this "failure", many of the young people concerned will not desire any form of help, and will demand freedom of individual action.

The fact that so many young people do not reply to either the open-evening invitation or to the follow-up letter, causes one to wonder just how many of them are dissatisfied with their jobs, and why those in this category do not use the Service when they are in such a position. Of the total replies received from the follow-up letters, over 90%, especially in recent years, are satisfied with their job. To what extent can a measure of satisfaction be attributed to those who do not reply?

It is possible that some of those who do not reply eventually attend the open-evening uninvited. It is to be noticed that a small proportion of these are satisfied (Table 2.3 & 2.4.) and therefore one cannot make the general assumption that all are unsatisfied with their jobs. Although the Service is by no means reaching the majority of the potentially unsatisfied people, it is gratifying to see that some are coming forward eventually. However as with the numbers attending with invitation, those attending

without invitation show a decline at the point where there is a changeover in the personnel of the Y.E.O.

The effect of the newly introduced follow-up system is therefore difficult to assess. However, in terms of actual numbers attending the open-evening there has been a marked drop, so that now the average turn out is one boy and girl per weekly session, compared with 3-4 boys and girls previously. This, no doubt, cuts out a lot of waiting and provides more time for individual attention,^v but whether it is an improvement in the Service is difficult to say.⁴² The total response to the open-evening, i.e. in the form of attendance, or written reply, is now at the 25% level, which is well below the lowest response between 1959-64 which was 33%-34%. Since the scheme was designed mainly so that those who were considered to be unsuitably placed (a proportion estimated at that time of 40%) were invited to the open-evening, the 25% response is really a sign of the scheme failing to meet its aim, though easier employment conditions may have obtained. Perhaps more can be achieved by contacting the young person through the factory, shop or office in which they work. This approach is suggested in the Albermarle Report (para. 79) but no specific means by which this object may be achieved are put forward. One way in which some

form of follow-up can be achieved is for the Y.E.O. to approach
Footnote 42 - The scheme outlined above has since been disapproved of officially, and reversion to the former system has been advised for late 1968 onwards.

young people whilst he is accompanying a works-visit, or whilst he is paying a visit to the firm individually. This method is purely informal, but a report is made once he has returned to the office. In this way the Y.E.O.'s in West Hartlepool manage to achieve contact with one or two people each year. It may be worthwhile to extend this system. To some extent information could be obtained at second hand from pupils on a works experience course meeting and questioning, as part of a prescribed project, young workers on their opinions of the careers programmes and their reactions to the world of work.

THE SCHOOLS

Within the boundary of the former County Borough⁴³ there are 18 schools with pupils of Secondary school age (see Fig. 2.1).

Footnote 43 - i.e. at the time of the Study - December 1966. From 1st April 1967 the County Borough was enlarged to include the whole of the Borough of Hartlepool, as well as parts of adjoining parishes of the Billingham Urban District Council. As a result of this the new County Borough now contains 3 more such schools - 2 Secondary Modern (mixed) and 1 Grammar (mixed). Apart from these changes, certain other changes took place in September 1966. Three small mixed schools (2 of these voluntary schools - Church of England) were "closed down", they are now Junior schools. Meanwhile at the other side of town in the midst of the new housing estates a new large mixed Secondary Modern school has been opened. This school is destined to be West Hartlepool's first Comprehensive school. One of the Special schools - for mentally handicapped - has been rehoused, renamed and re-equipped. Therefore from April 1967 the New County Borough has 15 schools from West Hartlepool and 3 from Hartlepool which contain Secondary school pupils, i.e. 18 schools. It is to be noted that the 3 schools which were closed were the smallest schools, and, to some extent, subsequently those which had the least developed careers guidance programmes. Thus already the general character of guidance work in the County Borough has been altered. This is especially so since the head of the new school has planned a curriculum, for the third and fourth forms, based largely on the suggestions of the Newsom Report, with emphasis on 'outward looking' policies whereby school work can be related to the world outside, especially the world of work. For this particular programme the deputy head has been allotted over 20 periods per week for careers work with these forms (i.e. 3-4 periods per form).

KEY

| | | | | |
|----|-------------|-------|---|---|
| ① | GRAMMAR | BOYS | } | L.E.A. SELECTIVE SCHOOLS |
| 2 | TECHNICAL | " | | |
| 3 | HIGH | GIRLS | | |
| 4 | TECHNICAL | " | } | INDEPENDENT (R.C.) SELECTIVE SCHOOLS |
| 5 | CONVENT | " | | |
| 6 | ST. FRANCIS | BOYS | | |
| 7 | DYKE HOUSE | MIXED | } | MODERN } R.C. SCHOOLS } VOLUNTARY |
| 8 | ELWICK ROAD | " | | |
| 9 | BRIERTON | BOYS | | |
| 10 | ST. BEDE'S | " | } | } |
| 11 | ST. ANNE'S | GIRLS | | |
| 12 | BRIERTON | " | | |
| 13 | LISTER ST. | MIXED | } | } CLOSED JULY 1966 |
| 14 | ST. AIDAN'S | " | | |
| 15 | MANOR | " | | |

| | | | | | |
|---|---|------------|---|---|-----------------|
| ▽ | 1 | SOUTHBROOK | " | } | SPECIAL SCHOOLS |
| | 2 | THORNHILL | " | | |

| | | | | |
|---|---|-----------------------|---|---------------------------------------|
| ◆ | 1 | ADULT TRAINING CENTRE | } | ADMINISTERED by LOCAL HEALTH DEPT. |
| | 2 | JUNIOR | | |

| | | | | | |
|---|---|----------------|-------|---|---|
| ■ | 1 | HENRY SMITH | MIXED | } | SCHOOLS IN THE FORMER BOROUGH OF HARTLEPOOL |
| | 2 | GALLEY'S FIELD | " | | |
| | 3 | KING OSWY | " | | |
| | 4 | ST. PETER'S | | | |

■ COLLEGE OF FURTHER EDUCATION

| | | | | |
|---|-----------------------|---|---|--------------------------|
| ⊙ | JESMOND RD. (Primary) | } | Centres for the CAREERS CONVENTIONS | 1962-3-4 & 5 1966-7-8 |
| ⊙ | ELWICK RD. | | | |

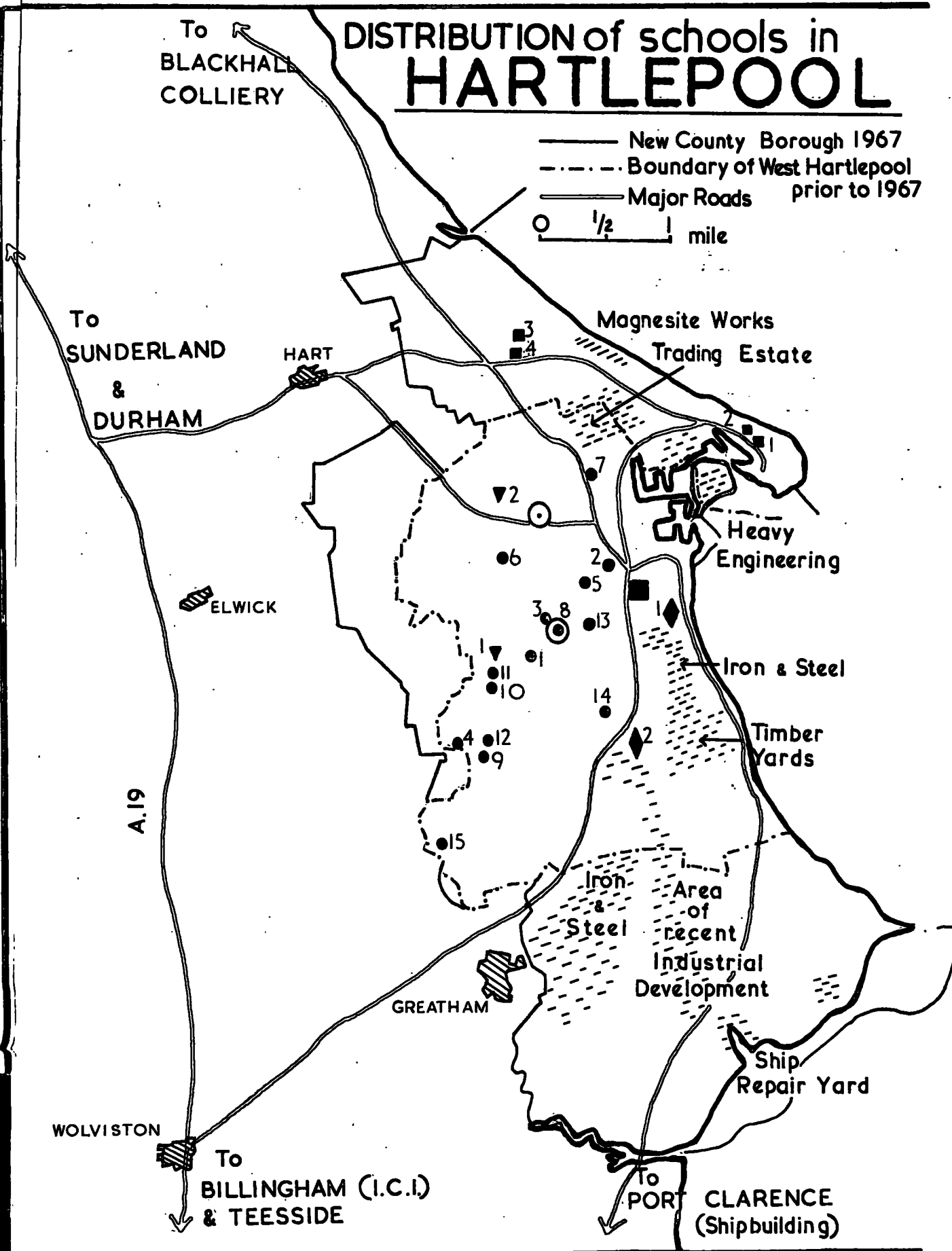


AREAS WITH INDUSTRIAL DEVELOPMENT

FIG. 2.1

DISTRIBUTION of schools in HARTLEPOOL

- New County Borough 1967
 - - - - - Boundary of West Hartlepool prior to 1967
 - Major Roads
- 0 1/2 1 mile



Of these 18 schools (Table 2.7) 4 are selective schools, 5 are maintained Modern schools, 4 are voluntary schools, of which 2 are Church of England, and 2 Roman Catholic, 3 are Independent, 2 of these being Roman Catholic schools which take a number of children who have been selected for Grammar school places, and there are 2 Special schools, maintained by the County Borough, for the educationally sub-normal and the physically handicapped.

It is with these schools* that this study is concerned, For reasons of administration, and convenience the College of Further Education and the College of Art figure only slightly in the work, as do the Junior and Adult Training Centres run by the local Department of Health.

The policies adopted by each school towards 'careers' or 'guidance' work vary considerably. This reflects differences in both the size and character of the schools as well as individual attitudes of the head teachers to the precise needs of their pupils, (Table 2.7).

It is noticed amongst the Secondary Modern schools that there is a gradation in the type of advice and help given - from formal to informal - in relation to the size of the schools.

* The results from the special schools were not used because of the Small numbers involved.

TABLE 2.7.

THE SCHOOLS WITH PUPILS OF SECONDARY SCHOOL AGEMAINTAINED
SCHOOLS

Grammar school for boys
 High school for Girls
 Technical High School for Boys
 Brierton Technical High school for girls
 Brierton Secondary Modern school for boys
 Brierton Secondary Modern school for girls
 Dyke House Secondary Modern school (mixed)
 Elwick Road Secondary Modern school (mixed)
 Lister Street Secondary Modern school (mixed)*
 Manor Secondary Modern school (mixed)⁺
 Claremont (now Southbrooke) } Special schools
 Thornhill }

VOLUNTARY
SCHOOLS

St. Bede's Secondary Modern school (mixed) } R.C.
 St. Anne's Secondary Modern school (mixed) }
 St. Aidan's Secondary Modern school (mixed) C.E.

INDEPENDENT
SCHOOLS

St. Francis Grammar school for boys } R.C.
 St. Joseph's Convent for Girls }
 Rosebank (mixed)

HEALTH
DEPT.

Adult and Junior Training Centres (mixed)

* Now closed

+ Opened September 1966

The smaller schools do not have lessons timetabled for careers work since they think that each teacher has an individual knowledge of all the pupils and can supply, at any time, information and assistance, when sought.

On the other hand, the larger schools do have timetabled lessons for this work. This reflects not merely the increasingly impersonal nature of a large school, and mass presentation of necessary information, but also differences in staffing ratios, as well as the personal convictions and attitudes of the head teachers.

These larger schools also have careers teachers as well as formally organized careers work. One Secondary Modern school, Brierton, has gone more purposefully into the aspect of careers work and in order to maximise its effort and to ensure some parental participation, it sends out to all parents cyclostyled sheets on which are printed the questions posed in Part III of the Y.35 (Appendix 2.5). This form allows parents to make their own comments and desires known to the Y.E.S. The head does this for two reasons, first, he feels that if the children took home the full Y.35 their parents may have an adverse influence upon the choices or preferences indicated by the pupil himself,

secondly, because it enables the interested parents to make any relevant comments should they be unable to attend the guidance interview.

From September 1965 this school and Brierton Modern Girls School with Dyke House Modern Girls School have carried out a new form of careers programme in which the Y.E.O.'s played a more active part. The Y.E.O.'s introduce themselves to school leavers of these schools at the beginning of the school year by means of their general talk but also reveal the general content and aims of the careers lessons in which they subsequently participate. In most cases the lessons are based on TV programmes and occasionally the Y.E.O.'s supervise some of the programmes, and the subsequent group discussions. The girls' Y.E.O. is also spending more of her time in this way and with groups on factory visits. Both of these developments have many benefits; in the first instance the Y.E.O.'s are introducing themselves, in a practical way, to small groups of pupils; they are also able to observe and get to know the pupils more fully than they could in the guidance interview; and by accompanying parties or leading works visits the Y.E.O.'s can carry out some form of job study and follow-up. This information can be used in later sessions especially when they are emphasising the "matching process".

Since this has been^a relatively recent development little can be said about its effectiveness at the moment⁴⁴. There seems to be considerable benefit to be obtained from this by the children and the Y.E.O.'s, especially so in relation to the eventual guidance interview. However, it is essential that the schools react to this sensibly. There have been indications from one school that the Y.E.O. may be looked upon as a potential 'staff' member to be called upon when staff absences create problems at school. In general however the Y.E.O.'s and the schools concerned regard it as a favourable development⁴⁵.

CAREERS TEACHERS

Half of the Schools(8) have designated careers masters and mistresses (appendix 2.7). Three of these schools have two such posts - the Grammar School and the recently combined schools of Elwick Road and Dyke House. There are therefore 11 people responsible for careers in the 8 schools. Two of the large

Footnote 44 - The Future Development of the Y.E.S. Para. 14 and subseq.

Footnote 45 - But indications are, Chapter 3, from studying reactions of girls from Brierton and Dyke House Girls schools compared with those from other schools, that this system enables the Y.E.O. to have considerably greater influence upon their thinking about careers.

schools, the Boys Technical High School and the Girls High School do not have such posts.

The Headmaster of the former school is contemplating creating such a post but is troubled by difficulties that it might create in relation to salary status, i.e. should it be a post of special responsibility or a Head of Department allowance, and if the latter, how is it related to the allowances of existing Departments? There is also the further problem of conflicting advice and opinions between the Head and the Careers Master in relation to pupils being entered for or debarred from GCE examination subjects. It is of course essential that such a problem is solved effectively before such a post is instituted. At the moment however this school, though lacking a Careers Master as such, has the advantage of boys benefitting from its numerous vocationally biased courses both in technical and commercial subjects, as well as advice from at least 12 members of staff who have served some considerable time in industry.

The Girls High School does not have any one person designated as a Careers Mistress, but the Head delegates various members of staff to attend courses or visits when these are brought to her notice. Thus there are a number of her staff who are actively

aware of the problems and methods of careers advice and information. Furthermore the Head holds a large number of staff meetings during which individual pupils are discussed, especially in relation to Fifth form studies and future educational or career choices. The Headmistress herself interviews every girl in the Fifth year, concerning her subject choices and subject entrances in the GCE 'O' level examination. The scope of individual knowledge is increased by regular meetings of parents and also by the Head making herself available to parents on two afternoons in the week.

There was a marked reference by the High School girls in their answers to the questionnaires both in 1965 and 1966 to the influence of careers literature upon their job choice. It appeared from their answers, and was confirmed by the Headmistress later, that all the girls are encouraged to write to the Regional Offices of the ~~Ministry~~ ^{Department} of Labour at Newcastle for occupational information.

Three of the other schools, which do not have careers teachers, are very small, and in each case the Heads stressed the fact that the staff as a whole had considerable personal knowledge of every pupil and therefore the institution of the post of careers teacher

was superfluous⁴⁶.

The background and qualifications of the careers teachers varied considerably from school to school. Of the 11 careers teachers seven were male. Only one of the eleven, a man at Elwick Road school, had had industrial experience, this was for five years during which time he served an apprenticeship as a gas fitter. The only other careers teacher with any specific experience is the part-time careers mistress at Brierton Modern Girls school. She was formerly engaged, for eighteen months, in an untrained capacity in the Y.E.S. in Staffordshire.

Only two others have been on any courses organised for careers teachers. The master at Brierton Modern Boys school has attended a number of courses and exhibitions designed by various industries and by Her Majesty's Armed Forces specifically for Careers Teachers. The other, at the Grammar school, has attended a series of courses dealing with the use of standardised tests in vocational and

Footnote 46 - No head, from any of these schools, mentioned any competence in their staff with regard to personal knowledge and understanding of industrial conditions and needs.

Since these three schools are now closed down (July 1966) careers teachers are now to be found in all schools except the Technical High School and the Girls High School.

educational guidance at Huddersfield College of Education.

In the years up to summer 1965, Lister Street school had a careers master who was taking the Secondary School Teaching Diploma, and as a result was concerned with educational matters in a wide sense, and had read a considerable amount of literature on vocational guidance. This master has since left⁴⁷. It is to be seen therefore that no one person in charge of careers is fully qualified in this work, and only the part-time teacher at Brierton Girls school can have a real understanding of the problems facing the Y.E.S.

Two head teachers, those of Dyke House Modern Girls⁴⁸ and the Boys Technical High School, were contemplating the appointment of Careers Teachers. These heads had realised their own limitations resulting from the increasing size of their schools and the growing specialisation⁴⁹. However, doubts were raised in their minds by

Footnote 47 - In this respect West Hartlepool support the evidence received by the Albermarle Committee that there is little training. Para. 15.

Footnote 48 - This school is now part of a larger mixed modern school. However, the girls section now has a careers teacher.

Footnote 49 - Dale & Griffith. 1965. P.63. Though this work is concerned with problems in a Grammar School the situations are similar.

certain questions: Can a teacher do this job effectively?
i.e. guide, as well as impart information, despite a limited or even a distinct lack of industrial experience? Would therefore the L.E.A. grant leave of absence to enable attendance at a few works courses, or a term of industrial visits, or even a full time course of training as a counsellor, prior to, or shortly after taking the job? Will this job be given a high status and a high financial allowance, as well as adequate free time for the necessary administrative work?⁵⁰

These are very important questions and as yet none of them have been answered locally, even in the schools where careers teachers exist. Therefore in this case these two schools are perhaps not as backward in this matter as one may at first suppose. Such fundamental questions need answering by the word "yes" before a really efficient schools service can be developed⁵¹.

Footnote 50 - Para. 16 Albermarle Report & Working Paper No. 7
Visits to Industry. .

Footnote 51 - Stoke-on-Trent L.E.A. appear to be the only one in the country to have tackled this problem on a large scale. It granted one year's leave of absence to one teacher from each secondary school (12) to attend the full-time course in guidance and counselling at Keele University;

In three cases the job of Careers Master is additional to normal teaching hours. i.e. the work has to be done outside the normal timetable, normally after school. In one case, since the school is very small, and there are only small classes, much of the work can be done, and is done, when required for each individual either during normal timetabled lessons. The amount of time involved in out of school work is very small since there are very few pupils.

However in the case of the Girls Technical school and the Grammar school much longer hours are involved. In the latter case not only is there much incidental "work" carried out during morning break and lunch time, as well as on chance meeting in a corridor, during and between lessons, but also the careers room is open every evening for the borrowing of, and browsing through pamphlets, and for individual consultation. In many instances this involves an hour or more after school each day.

The Grammar school utilises a wide source of material and information varying from publications from C.Y.E.E. and individual industrial literature, to that produced by specifically instituted bodies such as the Careers Index and Careers Research and Advisory

Centre⁵². The information from C.R.A.C. has proved to be specifically useful and informative. Books and pamphlets may be borrowed, and the increased use of this means of acquiring information is seen by the figures below.

| Year | 1963-64 | 1964-65 | 1965-66 |
|----------------|---------|---------|---------|
| Books Borrowed | 64 | 94 | 402 |

In only four schools, all of them modern schools, is "careers" work timetabled⁵³. In each case this is for one period per week for fourth form pupils only.

The use made of this lesson varies to some extent, from school to school, but generally the syllabus is geared to the BBC TV "Going to Work" programme. Some schools make more of the lessons by developing their own syllabus, and by bringing in the radio, "World of Work" series. In this case the programmes used are previously recorded. Both films and talks from visiting speakers which are concerned with vocational matters are extra to the vocational guidance lessons, as are works visits⁵⁴.

Footnote 52 - For list of publications on display in the careers room see Appendix 2.8.

Footnote 53 - Appendix 2.7. Timetabled also now at the Manor School and the two R.C. Schools.

Footnote 54 - See Appendix 2.9 for details of part of the syllabus for 1966-7 developed in the Brierton Secondary Modern Boys School.

since the visits by the doctor and nurses are fairly infrequent, and of course, do not clash with the needs for the careers room, which are mainly after school, except that the table displays are necessarily cleared away, and cannot be readily replaced for each evening⁵⁶.

The room is quite large (20' x 20') and therefore can contain a large amount of furniture in the form of tables, chairs, filing cabinets, cupboards, and display cabinets, as well as affording considerable wall space for display of opportunities in careers and for scholarships.

Brierton Modern Boys school has a careers room in the sense that the Deputy Head is the careers master, and therefore his room is regarded as being associated with that work, and considerable careers material is stored and displayed there.

Three other schools use their senior form room for display and storage of information. In two cases this is markedly unfair, since the number of school leavers in these schools, necessitates the formation of 3 or 4 separate classes, yet it was only in the 'top' class, the A stream, that the material is displayed.

Footnote 56 - Plan of Careers Room Appendix 2.10.

Fifteen schools have specific places for the display of 'careers' notices. The place varies widely from school to school. The Grammar school uses not only its' Careers Room, but also the main corridor notice board. Four schools use their library, and the rest, apart from Brierton Girls, use the form room. Brierton Girls display careers information and ideas in an efficient, attractive, and single-minded way, by using a large peg-board, which is extended from ground level to ceiling, and about 15 feet wide, located in the entrance hall.

This is used frequently by girls during the day, and therefore the display cannot fail to come to their notice.

WORKS VISITS & VISITING SPEAKERS

Although only four schools have specific lessons for vocational guidance, all the secondary modern schools undertake works visits, ~~some~~ arranged by the individual school, but mainly by the Y.E.S. The number and range of visits varies therefore because of this. The larger schools have more visits since they have more pupils to accommodate in the necessarily small parties, however it is to be noted that these same schools also arrange many visits themselves, so there is a great difference between these and the smaller, less ambitious schools, in

relation to the number and range of visits. e.g. Brierton Boys, 30 visits, St. Aidans 6. (Appendix 3.k). St. Bede refused all school works visits in 1965 because of difficult staffing position at the school⁵⁷.

None of the four selective, or the three independent schools, undertake any industrial visits for vocational guidance purposes. However all of them do have visits to industry from time to time. At the Boys G.S. there is a specific link in the 4th form between geography studies and careers work by means of local industrial visits.

Every school in the County Borough, other than St. Aidan's Lister Street, and The Boys Tech. H.S. entertained visiting speakers. Their topics ranged from the Armed Forces to nursing and Further Education.

In one instance one local industry has played a more prominent part in presenting information and offering help and advice. For over two years the South Durham Iron and Steel Company has held its own careers convention at the works itself. During the two

Footnote 57 - The need for a greater ratio of teachers to pupils for such visits raises certain problems in school organisation. The advantages of such visits, and the stress laid by Newsom on the world outside would necessitate a proportional increase in staff.

or three evenings on which the conventions were held the young people who went to the works were able to see far more effectively than they can at the Careers convention proper, the whole range of jobs offered by this industrial concern within its own setting. On each occasion the Company attracted over four hundred young people - a large proportion of the total number of school leavers.

CAREERS CONVENTION

It is the Careers Convention which presents the greatest variety of job information in the form of talks and subsequent individual or group discussion. The conventions were instituted in 1962 and have been held annually since that time, on an alternate year basis. Modern school children 1962, 64 & 66, Selective school children 1963, 65 & 67. (See Chapter 3 for further discussion of this topic).

HEADTEACHERS' OPINIONS AND COMMENTS

In order to achieve a better understanding of the practices in each school the Head Teachers of every school were interviewed on at least one occasion - in some cases on 7 or 8 occasions. A number of heads were keenly aware of the limitations of their present system. They were eager for advice on developing their guidance programme within the bounds set by their material facilities and staff. Some were not so forthcoming, and seemed

quite happy with the present situation. It was noticed that these two contrasting attitudes coincided with the size of the school concerned, the smaller schools always stressing their personal knowledge of the pupil, and therefore the lack of need for an organised, formal programme of careers advice.

All the schools, except Dyke House Modern Girls,⁵⁸ were (apart from certain reservations) satisfied with the present system of careers guidance and the dual influences of school and the D.E.P. As a result of the general satisfaction many heads had neither suggestions for improvement of the present system nor adverse criticism of it. One headmaster said that adverse criticism was possible only when relationships between the schools and the Y.E.S. were spoiled by the personality of the Y.E.O. He went on further to say that in the last few years relations had been very good. In fact all the head teachers spoke highly of the 2 present Y.E.O.'s and their immediate predecessors.

Footnote 58 - Now incorporated, September 1965, with the boys school into a large mixed school, under a new Headmaster who was previously Deputy Head & Careers Master at Brierton Boys.

One criticism of the present system (mentioned by three head teachers) was that the Y.E.S. locally suffered from the fact that it was run by the Department of Productivity & Employment, and therefore experienced frequent changes of personnel. These changes prohibited the development of continuity within the system, in that a new person often came into the job lacking both local industrial and educational contacts, and the Y.E.O. cannot be efficient when feeling his way in the job.

This situation did not strictly apply to the present Y.E.O.'s, who were both appointed in the autumn of 1964. Both of them had considerable local experience, one of them had been born and bred in the town and figured largely in a number of local societies, and the other had worked for 6 years in Stockton and 6 in West Hartlepool prior to taking this post. However both confessed to experiencing considerable apprehension and doubt about the functions of their job, and as such emphasised the validity of the previous comment⁵⁹.

The headmistress of the dissatisfied school felt that there was not sufficient contact between the school and the Y.E.S.,

and this dissatisfaction played some part in the development of the new scheme now operating in the mixed school. She doubted whether one introductory talk and only one interview was sufficient preparation, for choice of career, especially when the school was staffed by women who could not effectively give advice on the type of jobs most of the girls would eventually take.

She was prompted to say this by the frequency with which girls, coming back to school, on social visits, remarked that their job "was nothing like we expected". The headteacher would have preferred two or even three interviews for some children⁶⁰. In contrast to this is the following statement by another headmistress, who said, "the interview by the Y.E.O. at the beginning of the term (i.e. the children's last term at school) is too early, and at this stage many girls are not quite ready to think about jobs."

These two statements by the administrators of Secondary schools illustrate effectively the conflicting opinions about and attitudes towards vocational guidance.

Footnote 60 - In this case she was echoing the views of Carter, Veness & Paul.

The head of Dyke House Modern Girls' school was also dissatisfied with the system of industrial visits, although she appreciated the problems of organisation and the fact that industry would probably be unable to cope with a great increase in the number of such visits. In this specific instance she quoted remarks by present pupils who had been excluded from certain visits because of the restrictions on numbers. They could not understand why they could not go on all the visits, and thereby have the opportunity of choosing fairly between one type of industry and another.

Other Headteachers criticised these visits on the grounds that they gave a wrong impression to the pupil; failing to emphasise the part played by each man, all day, all week, all year, within the factory processes and structure. They noticed that this was so despite adequate preparation and later discussion by the groups in the careers lessons.

Basically the probable cause of these misconceptions of factory life is moving around the factory at speed, and therefore being involved emotionally and visually in the whole process.

It is to remove the root cause of such misconceptions that these headteachers wanted to institute longer visits - "work experience" - preferably for two or three days, by smaller groups.

Already one school had an agreement with a large local garage, and groups of interested boys (2-3) were attached to this garage for 2-3 days during their last year. During 1965-1966 another boys' school undertook such a scheme. Many similar developments elsewhere have been reported nationally during the last four years.

However although the Albermarle report saw much of value in these schemes it urged caution in their development on the grounds that they are contrary to existing protective legislation. Furthermore, the T.U.C. are opposed in principle to such schemes⁶¹.

Many headteachers wondered about the future developments and trends in industry and education and their influence upon their pupils. Most looked forward eagerly to the Newsom period of "outward looking" policies, which had been made more tangible by the announcement that the school-leaving age was to be raised to 16 years. One headmaster, in particular, whose aim was to encourage all his boys "to want to leave school, either to earn a living

Footnote 61 - para. 32. Albermarle Report.

and to accept responsibility, or to enter a suitable course at the College of Further Education," thought that this extra year would be ideal for promoting such attitudes by studying the "world" at large.

One feature of this society is the increasing demand for qualifications, at an increasing number of levels. This trend can be indicated in careers lessons, and, it is hoped, can be appreciated by the children, so that there is some motivation towards learning in school. (See Chapter 8). Some Headteachers wondered just how far the demands for qualifications would go, since they restricted the 'openings' for many of their pupils. These pupils are capable of routine class work, but not of passing examinations, yet success in these is becoming increasingly necessary for jobs which are becoming increasingly more and more routine.

A further feature of outward-looking policies is to illustrate the relative decline in the basic heavy industries in this region and the need for boys and their parents to adapt themselves to the newer types of industries, e.g. tailoring, and electrical, work.

One Headmaster doubted the wisdom and usefulness of 'careers advice' or 'vocational guidance.' He contended that few of his pupils had career or vocational aims, i.e. few of them contemplated entering a 'trade'. Instead their aim and that of their parents

was to obtain as much money as possible and convenient hours. He quoted many cases where former pupils of no mean ability, had left their first employment, since most of their friends had jobs which did not entail Saturday work and in many cases brought a higher financial reward.

For these reasons he regarded the published literature on careers and the careers convention as being unsuitable and unacceptable to his pupils. The exigencies of their home life and district had been engraved deeply on their character and attitudes. However, he had found that many pupils, who had entered so called dead-end jobs eventually occupied jobs with considerable responsibility. The process of 'getting-on' can be seen by the following example, which he quoted. A boy started as an errand-boy immediately after leaving school, he later became a van boy, then a bus-conductor, and driver for the Corporation Transport Dept. Now at the age of 25 he is a driver of a Touring bus for a large local company - i.e. tours throughout the British Isles. This process took 10 years. Such examples can obviously provide a basis for developing a course of "careers" work for people such as this.

Influence of School Societies and Clubs

Four schools said that certain school societies and clubs had been very useful in guiding pupils into possible career choices. In all four cases the most marked influence was seen in the Go-kart and Mechanics Club. This Club presents to a large number of boys the possibility to experience not only the practicalities of driving but also those of repair and maintenance work. It has been noticed at one school that over the past three years i.e. since the club was introduced, the number of boys opting for a career as a garage mechanic had shown a marked decrease, and only the really keen and interested remaining club members had retained their original job-choice. Conversely the formation of a photographic club had encouraged a number of boys (3) to seek employment in this type of work.

All the larger schools take Northern Counties examinations.⁶² Participation in this course, as well as success in it, is a factor in job selection locally. Such children are looked upon as superior and therefore they obtain the better apprenticeships, office and sales jobs. This of course reacts unfavourably upon the smaller schools. However one Headmistress felt that the more able girls, i.e. those taking N. Cos., suffered considerably in

Footnote 62 - These schools are now developing C.S.E. courses.

relation to securing a job. She felt that local industry did not fully appreciate the benefits of this course and its use as a selecting device not only on the powers of academic ability but also personality. She had found that instead employers were engaging girls, of much poorer quality, both earlier and at an equivalent wage. Dyke House girls school prepared some of its pupils for the G.C.E., this was done without any extension of the normal school-life, i.e. the girls take the examination at 15 years, though a number (10-12) tend to stay for a further year to obtain more passes. This course has proved quite popular, since the examination successes had also led to better opportunities for jobs. However, now the school has become mixed the fate of this examination is in question, though at present it is still being carried on for the girls.

From this survey of work done by the schools it can be seen that none of the schools have original ways by which they approach careers work, but in two schools pioneering work is being done with regard to "work experience" courses. These two schools, together with their associated girls sections also participate in the recently introduced scheme, recommended by the Albermarle Report, of extended guidance by the Y.E.O.'s.

However it is only in these modern schools, and in the Brierton Boys section in particular, that any large scale efforts have been made to develop fully a vocational guidance course. Reference has already been made to the syllabus followed there, (Appendix 2.9.), a further indication of the effort made is to be seen in a booklet "Beginning a Career" produced by the Careers Master. This booklet is handed to every boy when he enters the school-leaving year (4th form).

In other schools the need for careers work, in its widest sense, i.e. vocational and educational guidance timetabled for all school-leavers, is still questioned.

Generally then there ^{been little development} has ~~been~~ of vocational guidance in West Hartlepool. ~~What are the reasons for this backwardness?~~ What are the reasons for this backwardness? Is it the consequence of the decision, in 1948, by the Borough Council to leave the administration of the Y.E.S. in the hands of the Ministry of Labour, thus preventing the generation of any centralised influence and pressure upon the schools of the local education authority? If this were the case it would indicate the opinions of people like Miss Avent, and Tudor David, who want a further chance of administering the Y.E.S. to be offered to the L.E.A.

However, to some extent the Backwardness may be the result of the still limited range of industry within this small borough. Though diversification has taken place in recent years, dependence upon steel, engineering and formerly shipbuilding, industries restricted the choice for many young people, and correspondingly inhibited the development of local and educational interest in the problems of job choice. These points, and the fact that the majority of teachers in West Hartlepool are of local origin and thus may tend to develop a conservative or parochial attitude to teaching, may have some bearing on the present position. However, the situation elsewhere in the United Kingdom, where none of these restricting factors apply, seems to be little better if not worse.

The answer seems to be merely that throughout most of the country the attitude to education, its aims and philosophy, seems to be unrelated to the needs of our society today. To some extent this is supported locally by the findings described in the following chapter.

CHAPTER 3

THE IMPACT OF THIS GUIDANCE SYSTEM

To assess effectively the influence of the work of the Youth Employment Service and of the schools upon job and career decisions of young people is not possible without a longitudinal study. Such a study requires not only a considerable amount of time to elapse after the survey but also a more thorough sampling of childrens' reactions and opinions. This latter need can only be met by regular individual contact which was beyond the scope of this work¹.

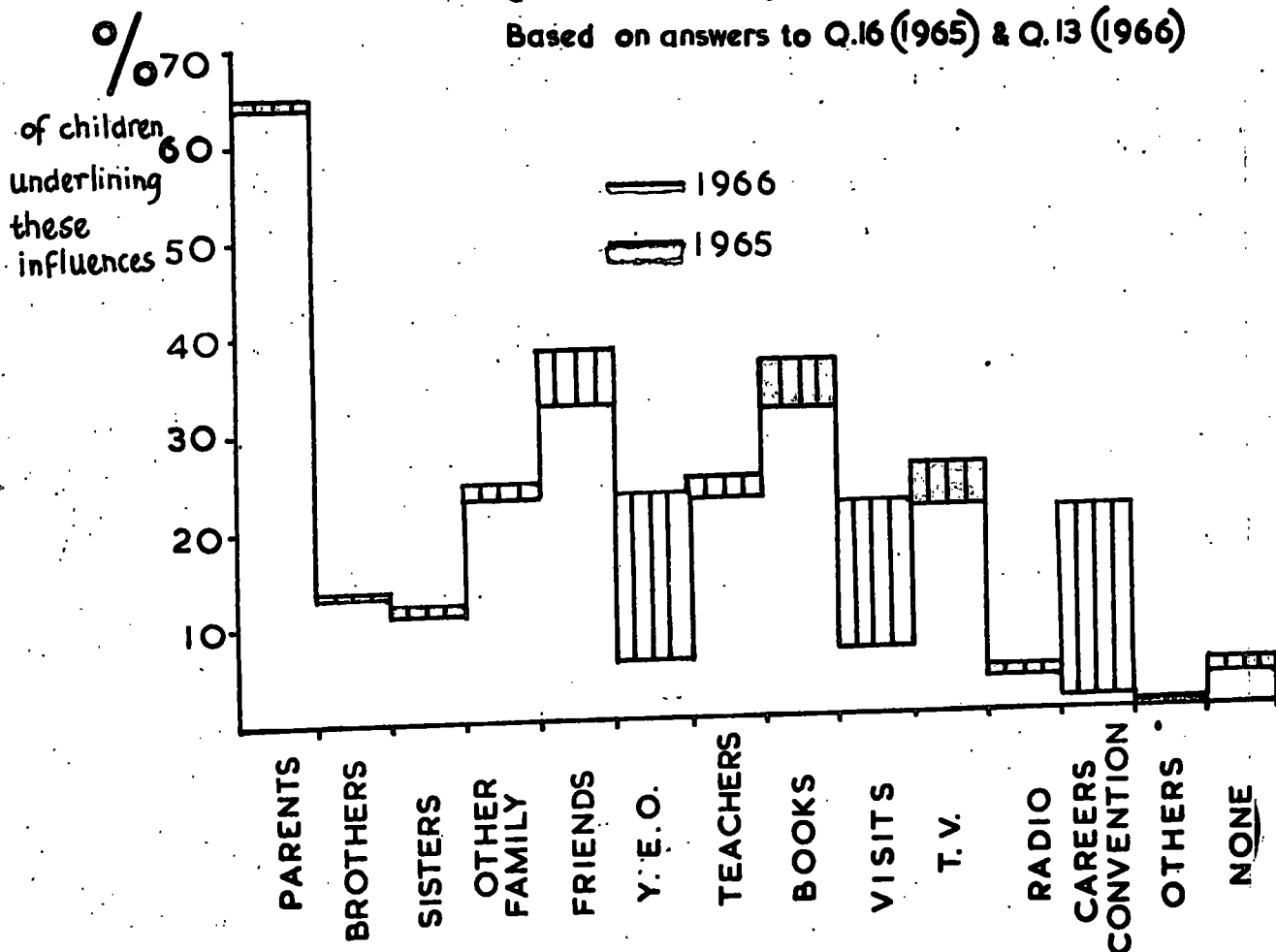
Despite the difficulties of assessment some indications of the reaction of children to the guidance system locally has been obtained from the answers to two questionnaires which were administered in May 1965 and in March 1966 (Appendix 3A, 3B and 3C). The questionnaire used in 1965 was based on part of the A7 questionnaire used by Theima Veness in her study of school leavers 1962. The subsequent questionnaire was slightly modified².

1. However a longitudinal study, on a small scale, could be developed from this work at a later date. It was considered to be inappropriate on the grounds of maintaining good relationships with the schools to attempt to sample by questionnaire personal reactions to careers lessons where they existed, and to the work of the Y.E.S.
2. See Appendix 3A and 3B. The second questionnaire was administered at an earlier date so that Easter Leavers would be included. However this aim was frustrated by the individual school organisation and by the fact that many pupils had effectively left school well before the end of term.

FIG. 3.1.

RELATIVE IMPORTANCE OF SOURCES OF VOCATIONAL INFORMATION (all schools)

Based on answers to Q.16 (1965) & Q.13 (1966)



for comparisons of each school type
see appendix 3.C.5.

N.B. Each child was allowed to indicate any number of these influences and to indicate additional ones if so desired.

Further information, which enabled some form of assessment was obtained from a study of the Careers Conventions of 1965 and 1966, from a series of written accounts of the work of the Y.E.S. by children from some secondary schools and from material obtained by interviewing the whole of the sixth form at one selective school.

It has been interesting to compare the results of this survey with those obtained elsewhere by such people as Hill (1965), Wilson (1953), Veness (1962), Carter (1962 & 1965), and Allen³.

FACTORS INFLUENCING OCCUPATIONAL CHOICE

Questions 16 and 13 respectively of the questionnaires for 1965 and 1966 covered a range of influence to which the children are likely to be subjected in thinking about their future jobs.

"In thinking about your job have you had any useful information from: Parents, Brothers, Sisters, Other Family, Friends, Youth Employment Officer, Teachers. Books, visits to works etc. Radio, Television (and Careers Convention). The children were asked to underline any of the named sources of information which had influenced them. As a result some children underlined six or seven sources, some underlined one, sometimes none, but usually two or three. (Appendix 3C2 and 3C3).

It can be seen from Table 3.1 that there is only a slight difference between the modern and selective schools in the average number of factors indicated, and that there is a slight difference

3. Allen K.R. Quoted by L. Paul (1962).

between the average number indicated by boys and girls: in both cases the latter having the higher number. However these differences are more apparent in 1965 and by 1966 the boys and the modern schools have virtually closed the gap. It is to be noted from Table 3.1 that in 1966 there was a distinct increase in the number of factors indicated.

TABLE 3.1 Relative importance of sources of information helpful in thinking about jobs, Questionnaire - No.16 (1965) & No.13 (1966)

| Year Group Type of sch. Numbers | | | 1965 | | | | 1966 | | | | Total All Groups Both yrs. 1376 |
|--|--------------|-------|----------------|--------------|----------------|---------------|----------------|--------------|----------------|---------------|---|
| | | | Boys | | Girls | | Boys | | Girls | | |
| | | | 3 SM 268 | 3 G 81 | 3 SM 217 | 3 G 122 | 4 SM 268 | 4 G 81 | 4 SM 217 | 4 G 122 | |
| T R A D I T I O N D I R E C T E D O T H E R D I R E C T E D | PARENTS | % | 65.0 | 49.5 | 66.8 | 70.8 | 65.0 | 58 | 66.8 | 58.3 | 64.3 |
| | | N. | 174 | 40 | 145 | 86 | 174 | 47 | 195 | 71 | 882 |
| | BROTHERS | % | *22.0 | 7.4 | 9.2 | 9.0 | 21.0 | 12.4 | 8.3 | 6.5 | 13.8 |
| | | N. | 59 | 6 | 20 | 11 | 56 | 11 | 18 | 8 | 189 |
| | SISTERS | % | 4.5 | 6.2 | *22.5 | 11.5 | 6.0 | 4.9 | 22.6 | 12.6 | 12.0 |
| | | N. | 12 | 5 | 49 | 14 | 16 | 4 | 49 | 15 | 164 |
| | OTHER FAMILY | % | 20.5 | 19.8 | 25.0 | 28.8 | 21.7 | 27.2 | 26.7 | 27.9 | 24.2 |
| | | N. | 55 | 16 | 54 | 35 | 58 | 22 | 58 | 34 | 332 |
| | FRIENDS | % | 29.2 | 29.6 | 35.5 | 37.7 | 34.3 | 33.4 | 43.0 | 44.2 | 35.8 |
| | | N. | 78 | 24 | 77 | 46 | 92 | 27 | 93 | 54 | 491 |
| | Y.E.O. | % | *1.8 | *8.6 | *9.2 | 8.2 | 27.2 | 16.2 | 31.8 | 6.5 | 15.0 |
| | | N. | 5 | 7 | 20 | 10 | 73 | 13 | 69 | 8 | 205 |
| | TEACHERS | % | *12.0 | 33.4 | 24.0 | *38.5 | 25.0 | 28.4 | 21.2 | 29.5 | 24.1 |
| | | N. | 32 | 27 | 52 | 47 | 67 | 23 | 46 | 36 | 330 |
| BOOKS | % | *27.2 | *45.7 | *32.6 | 57.3 | 21.7 | 47.0 | 22.5 | 61.6 | 34.6 | |
| | N. | 76 | 37 | 71 | 70 | 58 | 38 | 49 | 75 | 474 | |
| VISITS | % | *7.5 | 6.2 | 11.1 | *0.8 | 34.4 | 14.8 | 19.0 | 5.7 | 14.7 | |
| | N. | 20 | 5 | 24 | 1 | 92 | 12 | 41 | 7 | 202 | |
| TV | % | *23.7 | *37.0 | *22.1 | 33.6 | 15.0 | 21.0 | 24.0 | 33.6 | 24.1 | |
| | N. | 61 | 30 | 48 | 41 | 40 | 17 | 52 | 41 | 330 | |
| RADIO | % | *4.5 | *6.2 | *3.7 | *5.7 | 4.1 | 1.2 | 2.3 | 7.4 | 4.2 | |
| | N. | 12 | 5 | 8 | 7 | 11 | 1 | 5 | 9 | 58 | |
| CAREERS CONV. | % | | 6.2 | | 5.7 | 19.4 | 33.4 | 12.4 | 32.0 | 11.5 | |
| | N. | 0 | 5 | 0 | 7 | 52 | 27 | 27 | 39 | 157 | |
| OTHERS | % | 2.6 | | | 0.8 | 1.5 | | | | 0.9 | |
| | N. | 7 | | 0 | 1 | 4 | | | | 12 | |
| NONE | % | 6.3 | 4.9 | 5.5 | 0.8 | 4.8 | 4.9 | 0.9 | 0.8 | 3.9 | |
| | N. | 17 | 4 | 12 | 1 | 13 | 4 | 2 | 1 | 54 | |
| No. of infor- mation factors indicated | | | 591 | 207 | 568 | 376 | 793 | 232 | 652 | 397 | 3826 |
| Avg. no. of factors indicated | | | 2.2 | 2.5 | 2.6 | 3.1 | 2.9 | 3.0 | 3.0 | 3.2 | 2.8 |

*Marked differences in reaction c.f. the findings of Veness
(see Appendix 3.C.4. & 3.V.1)
3.F.

S.M. = Secondary Modern. G. = Grammar.

The increase is more fully analysed in the Appendices 3C2 and 3C3.

The latter especially emphasises the part played in this increase by the Y.E.O., works visits and the Careers Convention - these account for over 70% of the increase: all of these being essential ingredients in a vocational guidance system. It has been said previously that the system of vocational guidance locally is far from ideal, yet the scope and potential effectiveness is well indicated by this analysis since, as will be shown later, the Careers Convention and extended participation by the Y.E.O. are merely marginal in their impact.

If, as it would seem, these sources of information (presented in questions 16 (1965) & 13 (1966)) tend to be the most significant of the information influences affecting job choice, the influence of the family, especially parents, and of friends is far more effective than the efforts of the school or the Y.E.S. Space was provided for the children to name other personally important sources of information. The fact that very few other sources (0.9%) were expressed, Table 3.1, may be an indication that the question was comprehensive in its cover of career influences. However as will be shown later this may be a wrong assumption since it confuses aspects of recognition with those of recall.

PARENTS

These are undoubtedly the most important influence,⁴ in that they provide the majority with information (parents were instanced [Table 3.1] as an important source by two thirds of the pupils 64.3%); They play a considerable part in the career decisions of over a quarter of the young people studied (Tables 3.2 and 3.3); by the example of their own occupations they affect the thoughts and actions of a considerable number of young people (Table 3.4.).

4. Musgrove F.(1966) and Carter M.P. (1962). Though it must be remembered that the type of home background will affect the quantity and quality of information (see pp.40 - 68 Carter 1965 p.21, 34, & 40 Guy 1966).

TABLE 3.2

Who gave you the idea of going in for it? Q6 1965
Q4 1966

| | | MODERN | | SELECTIVE | | TOTAL | |
|---------------------------------------|----|--------|------|-----------|------|-------|------|
| BOYS | | 1965 | 1966 | 1965 | 1966 | 1965 | 1966 |
| | N. | 268 | 268 | 81 | 81 | 349 | 349 |
| PARENTS | N. | 28 | 18 | 6 | 2 | 34 | 20 |
| | % | 10.4 | 6.7 | 7.4 | 2.5 | 9.7 | 5.8 |
| MOTHER | N. | 12 | 6 | 4 | 1 | 16 | 7 |
| | % | 4.5 | 2.2 | 4.9 | 1.2 | 4.6 | 2.6 |
| FATHER | N. | 65 | 62 | 13 | 3 | 78 | 65 |
| | % | 24.3 | 23.2 | 16.2 | 3.7 | 22.4 | 18.6 |
| TOTAL PARENTAL INFLUENCE | N. | 105 | 86 | 13 | 6 | 128 | 92 |
| | % | 39.2 | 32.1 | 28.5 | 7.4 | 36.7 | 25.0 |
| BROTHERS | N. | 28 | 25 | 4 | 3 | 32 | 28 |
| | % | 10.4 | 9.3 | 4.9 | 3.7 | 9.2 | 8.1 |
| SISTERS | N. | 3 | 3 | 1 | - | 4 | 3 |
| | % | 1.1 | 0.7 | 1.2 | - | 1.1 | 0.8 |
| OTHER FAMILY | N. | 20 | 13 | 4 | 3 | 24 | 16 |
| | % | 7.5 | 4.9 | 4.9 | 3.7 | 6.9 | 4.6 |
| FRIENDS | N. | 20 | 20 | 4 | 3 | 24 | 23 |
| | % | 7.5 | 7.5 | 4.9 | 3.7 | 6.9 | 6.6 |
| SELF | N. | 32 | 29 | 24 | 6 | 56 | 35 |
| | % | 12.0 | 10.8 | 29.7 | 7.4 | 16.0 | 10.0 |
| NO-ONE* | N. | 52 | 6 | 16 | 23 | 68 | 29 |
| | % | 19.4 | 2.6 | 19.8 | 28.4 | 19.5 | 8.3 |
| Y.E.O. | N. | - | 3 | - | - | - | 3 |
| | % | - | 1.1 | - | - | - | 0.8 |
| TEACHER | N. | 2 | 6 | 4 | 3 | 6 | 9 |
| | % | 0.7 | 2.2 | 4.9 | 3.7 | 1.7 | 2.6 |
| OTHERS | N. | 6 | 8 | 1 | - | 7 | 8 |
| | % | 2.2 | 3.0 | 1.2 | - | 2.0 | 2.3 |
| Those giving answers to "What" (1966) | N. | | 69 | | 34 | | 103 |
| | % | | 25.8 | | 42.0 | | 29.5 |
| Those giving no reason 1965 & 66 | N. | | 5 | | 2 | | 7 |

* of this number 13 secondary modern & 7 grammar school boys gave no answer to Q5 (1965) "what gave you the idea?"

A. Tradition Directed B. Inner Directed C. Other directed Choices.

See Appendix 3.V.2 for details of 4th. form pupils 1965.

TABLE 3.2

Who gave you the idea of going in for it? Q6 1965
Q4 1966

| | | MODERN | | SELECTIVE | | TOTAL | |
|---|------|--------|------|-----------|------|-------|------|
| GIRLS | | 1965 | 1966 | 1965 | 1966 | 1965 | 1966 |
| | | 217 | 217 | 122 | 122 | 339 | 339 |
| PARENTS | N. | 20 | 14 | 18 | 10 | 38 | 24 |
| | % | 9.2 | 6.5 | 14.7 | 8.2 | 11.2 | 7.1 |
| MOTHER | N. | 38 | 23 | 10 | 7 | 48 | 30 |
| | % | 17.5 | 10.6 | 8.2 | 5.7 | 15.0 | 8.9 |
| FATHER | N. | 5 | 4 | 1 | 3 | 6 | 7 |
| | % | 2.3 | 1.8 | 0.8 | 2.4 | 1.6 | 2.1 |
| TOTAL PARENTAL INFLUENCE | N. | 63 | 41 | 29 | 20 | 92 | 61 |
| | A % | 29.0 | 18.9 | 23.7 | 16.3 | 27.8 | 18.1 |
| BROTHERS | N. | 2 | 2 | 1 | 1 | 3 | 3 |
| | % | 0.9 | 0.9 | 0.8 | 0.8 | 0.8 | 0.8 |
| SISTERS | N. | 19 | 14 | 8 | 9 | 27 | 23 |
| | % | 8.8 | 6.5 | 6.5 | 7.4 | 7.9 | 6.8 |
| OTHER FAMILY | N. | 19 | 12 | 3 | 5 | 22 | 17 |
| | % | 8.8 | 5.5 | 2.4 | 4.1 | 6.4 | 5.0 |
| FRIENDS | N. | 41 | 36 | 5 | 13 | 46 | 49 |
| | % | 19.0 | 16.6 | 4.1 | 10.7 | 13.5 | 14.5 |
| SELF | B N. | 31 | 27 | 38 | 15 | 69 | 42 |
| | % | 14.3 | 12.4 | 31.0 | 12.3 | 20.3 | 12.4 |
| NO-ONE [*] | N. | 39 | 10 | 18 | 4 | 57 | 14 |
| | % | 17.9 | 4.6 | 14.7 | 3.3 | 16.6 | 4.1 |
| Y.E.O. | C N. | - | 14 | - | - | - | 14 |
| | % | - | 6.5 | - | - | - | 4.1 |
| TEACHER | N. | 3 | 7 | 12 | 11 | 15 | 18 |
| | % | 1.3 | 3.2 | 9.8 | 9.0 | 4.4 | 5.3 |
| OTHERS | N. | - | 1 | 8 | 2 | 8 | 3 |
| | % | - | 0.5 | 6.5 | 1.6 | 2.3 | 0.8 |
| Those giving answers to "What" (1966) | N. | | 53 | | 42 | | 95 |
| | % | | 24.4 | | 34.5 | | 28.1 |
| Those giving no reason 1965 & 66 | N. | | 2 | | 3 | | 5 |
| | % | | | | | | |

* of this number 9 secondary modern & 3 grammar school girls gave no answer to Q5 (1965) "what gave you the idea?"

A. Tradition Directed B. Inner Directed C. Other directed Choices.

See Appendix 3.V.2 for details of 4th. form pupils 1965:

The importance of the family is particularly well illustrated in the answers to question 4 in 1966: "What and/or who gave you the idea of going in for that job?". This question was a combination of questions 5 and 6 of 1965. Here a distinct choice was made between the two factors - personal influences, (answering the question "who"), and objective influences, (answering the question "what"). This was not an intention of the question. The question had been modified because many pupils had found difficulty in answering both questions 5 and 6 in 1965, though they felt they ought to answer both (Appendices 3G & 3H.). It was thought that the combined question would remove this problem but at the same time enable those who wished to express both personal and objective influences. In actual fact very few pupils did so (20 out of 688)⁵. It is to be noted (Table 3.2) that the proportion of secondary modern pupils citing their parents as major factors in job choice shows only a slight variation between 1965 and 1966 when "choice" between personal and objective factors arose. However there was considerable variation amongst selective school pupils - from 28.6% to 7.4% for

5. Since the questionnaires were administered by the staff of the various schools it is difficult to say whether this small percentage was due to a lack of guidance on their part in helping the children to interpret the question or a true reflection of the importance of family and other personal factors.

boys and from 23.7% to 16.3% for girls. In the case of these pupils their own decision and the influence of books, magazines and school subjects were more important. It can be inferred from this that the school exerts a greater, and increasing influence upon the selective school pupils than upon those at modern schools. These results and the inference contrast with the figures put forward by Hill and Allen who stress the greater influence of parents upon grammar school boys, (see Appendices 3D & 3E)⁶. The relative influence of the mother and father can be seen from answers to questions 6 (1965) and 4 (1966) - Table 3.2, since many pupils specified one or the other. Of those pupils who expressed the influence of their parents, 205 boys (21%) and 10 girls (1.3%) specified their fathers; 6 boys (0.6%) and 91 girls (9.4%) instanced their mothers. The father seems, therefore, to have the greater influence upon his children. This contrasts with the findings of Carter in Sheffield where "anything to do with the kids" was a woman's concern. The predominant influence of father, and parents in general, is further reflected in Table 3.3.

6. Further weight is given to the argument developed from the figures in Table 3.3 by statements of sixth formers (see page 162).

TABLE 3.3

Importance of parental influence upon job choice^{*}

| N. | MODERN | | 1965 SELECTIVE | | ALL BOYS | ALL GIRLS | TOTAL |
|---------|--------------|--------------|-------------------|--------------|-------------|------------|-------------|
| | Boys 268 | Girls 217 | Boys 81 | Girls 122 | 349 | 339 | 688 |
| PARENTS | 28 | 20 | 6 | 18 | 34 | 38 | 72 |
| FATHER | 65 | 5 | 13 | 1 | 78 | 6 | 84 |
| MOTHER | 12 | 38 | 16 | 10 | 28 | 48 | 76 |
| TOTAL | %39.0 105 | 29.0 63 | 43.5 35 | 23.8 29 | 40.2 140 | 27.2 92 | 33.8 232 |
| N. | MODERN | | 1966 SELECTIVE | | ALL BOYS | ALL GIRLS | TOTAL |
| | Boys 268 | Girls 217 | Boys 81 | Girls 122 | 349 | 339 | 688 |
| PARENTS | 18 | 14 | 2 | 10 | 20 | 24 | 44 |
| FATHER | 62 | 4 | 3 | 3 | 65 | 7 | 72 |
| MOTHER | 6 | 23 | 1 | 7 | 7 | 30 | 37 |
| TOTAL | %32.0 88 | 19.0 41 | 7.5 6 | 16.4 20 | 26.4 92 | 18.0 61 | 22.3 153 |

^{*}Based on answers to Q.6 (1965) Q.4 (1966).

See Appendix 3.V.3.

which analyses the reasons for job choice of those pupils who presented the same reasons for job choice both in 1965 and 1966. This Table not only emphasises the varying strength of the influence of parents upon those at modern as distinct from selective schools but also a greater importance of parental influence upon boys rather than upon girls.

Questions 25 (1965) and 20 (1966) ask the boys if they were hoping to do the same job as their fathers. In 1965 19.2% of them said they were, (Table 3.4). Although there was little difference between modern and selective schools (19% c.f. 17.3%) many of the pupils at the latter schools regarded this question with disdain, underlining "No" frequently. A few (c. 10%) commented detrimentally upon their fathers' jobs.⁷ This reflects a realistic attitude to their own future prospects which Mays (1965 p.79) finds. He quotes Hollingshead's findings in Elmtown (p.285) the "pattern of vocational choices corresponds roughly with the job patterns associated with each class in the adult world". However with reference to the reactions of the pupils in West Hartlepool the above statement should be preceded by "in the secondary modern schools" for the children from a working class background at the grammar schools showed a distinct revulsion for jobs in which their fathers worked.

7. Such reactions and reasons for them are illustrated by Carter (1962) p.98.

TABLE 3.4

| Boys wanting same job as father. Q.25 (1965) & Q.20 (1966) | | | | | | | | | |
|--|--------|-----|------|-----------|-----|-------------------|-------------|-----|------|
| | MODERN | | | SELECTIVE | | | ALL SCHOOLS | | |
| | N | Yes | % | N | Yes | % | N | Yes | % |
| 1965 | 268 | 53 | 19.0 | 81 | 14 | 17.3 [⌘] | 349 | 67 | 19.2 |
| 1966 | 268 | 26 | 9.5 | 81 | 7 | 8.6 | 349 | 33 | 9.5 |

⌘ This figure is high when compared with that for the whole of the selective boys who answered in 1965. There was a more marked disinclination amongst boys at the Technical High School to follow in their father's footsteps.

See Appendix 3.V. 4., & Appendix 3.U for a contrast.

The selective school conditions the children to certain vocational spheres and frequently, as Glass shows in his book "Social Mobility in Britain", further emphasises class and work barriers. In contrast very few of the modern boys emphasised negative answers and none added further comment. It is to be noticed that there was a marked drop in the proportion saying "Yes" in 1966 (9.5%) compared with 1965 (19.2%). This may be a result of new influences coming to bear on the children in their fourth year at school. This is particularly the case with modern school pupils who are likely to experience careers lessons, to come into contact with the Y.E.O. and to go on works visits.

One further factor may be the effect of changes in the structure of employment locally. It was mentioned in Chapter II that a number of new industries had been attracted to the area, and the publicity given to these may have had some influence upon the career deliberations of a number of young people. Understandably these changes in occupational structure would have been stressed in the careers lessons at school.

OTHER FAMILY MEMBERS

Apart from the outstanding influence of parents, other members of the family play a large part in influencing career decisions (Tables 3.1 and 3.2). Advice, encouragement or example from brothers and sisters was almost equally heeded by 25.8% of all pupils.

Obviously the predominating influence of brother and sister varies between boys and girls. About 20% of boys instanced their brother's influence⁸ whilst a similar proportion of girls refer to help from the sisters. Girls mentioned their brothers in about 8% of cases whereas only 5% of boys refer to their sisters⁹.

Brothers and sisters, like parents, seem to have a more limited impact as sources of information upon selective school children (Tables 3.1, 3.2 and 3.3). They are less effective as a source of information, for example in answers to question 16 (1965) and 13 (1966) 15.8% of secondary modern pupils instanced their brothers and 13% their sisters, whereas the figures from the selective school pupils were 8.9% and 9.4% respectively. A breakdown of the figures separately for boys and girls emphasises this difference further - 21.5% of modern school boys questioned received useful information from their brothers only 10.5% of selective boys did so: 22.5% of modern girls received useful information from their sisters, only 12% of selective girls did so. Brothers and sisters of selective pupils also have a less effective influence upon actual job choice (Table 3.2). About 10% of modern boys said that their brothers gave them the idea of going

8. A similar proportion (15.5%) is quoted by M.D. Wilson (1953)

9. Similar proportions are presented by Carter (1962) p.100.

in for the job of their choice in 1965 but only 5% of selective boys said this. By 1966 these figures were 9.2% and 4.5% respectively. Of the girls about 9% of those at modern school and 6% at selective school instanced their sisters but whereas the proportion for the selective school girls increased to over 7% in 1966 that of the modern schools was down to 6.5%, therefore reversing the general trend.

Other family members, such as aunts, uncles, grandparents, cousins and brothers and sisters-in-law, were referred to by 24.2% of pupils as providing job information. In this case, however, these were mentioned equally by selective school, (21.4%) and modern school pupils, (22.1%) but a glance at table 3.2 shows that they are slightly more effective amongst modern school pupils as regards influence upon job choice.

FRIENDS

In general over one third (35.8%) of the pupils express the influence of their friends upon their thoughts on careers.¹⁰ This source of information is second only to that of parents, and is approached closely only by the influence of books, magazines

10. The formation of groups of friends often results in group occupational decisions. These aims are probably the result merely of a particular fad prevalent within a group, form, or school and are entirely ill-founded as regards individuals. Frequent examples of this process were to be found in answers to questions 5 & 6 (1965) and 4 (1966) when many children descriptively traced the whole of the decision-making events, e.g. "Mary ...who has a friend who works there and she says it is smashing and we will all be able to work together."

and pamphlets, (34.6%). Table 3.2 shows the more specific influence of friends upon job choice. In this respect amongst boys the influence of friends is almost equal to that of brothers but their influence upon girls is much greater than that exerted by sisters. This difference is maintained as regards friends as a source of information, Table 3.1 (Friends were instanced by 42.5% of girls and by 31.8% of boys)¹¹. To some extent this may reflect the more limited opportunities for employment for girls both generally and locally.

There is little difference in the influence of friends, as sources of information, between modern and selective school children (Table 3.1. 35% compared with 37.2% respectively), but when the part played by friends in the process of choosing a job is examined the difference becomes noticeable (7.5% c.f. 4% for boys, and 17.5% c.f. 7.5% for girls).

The importance of "tradition-directed" decisions (over 60%)¹² is most noticeable in this survey (Tables 3.1 & 3.2 and Appendices 3G and 3H) though there is a distinct decrease in this amongst selective school children and particularly amongst the boys (30%).

11. This proportion & relationship is very similar to that instanced by Carter (1962) p.100.

12. Veness (1962) p.70.

TEACHERS & YOUTH EMPLOYMENT OFFICERS

The influence of the teacher was acknowledged by one quarter (24.1%) of the pupils, that of the Y.E.O. by one seventh (15%). The general effect of these two individually therefore is equal to that of "other family members". However, taken as a unit, a feature urged for the effective practice of careers guidance by the report of the Youth Employment Service (paras. 14-22), they are an influence second only to parents, (64.3% c.f. 39.1%).

TEACHERS

The limited influence of teachers¹³ is not equally felt in selective and modern schools, (32.8% c.f. 20% respectively). This is despite the lack of a careers lessons in any of the selective schools. There is also a more marked effect of teachers upon girls (27.7%) than upon boys (21.1%). This is also shown in Table 3.2, but here the limited impact of teachers is more easily seen. The greater influence of teachers upon selective school girls is a reflection of the general tendency for a large number of these girls to aim to be teachers, (e.g. 37% of the girls in the selective school sample hoped to become teachers).

13. Carter (1966) pp. 68-69. The conflicting roles of school and family background are factors which effectively reduce the impact of teachers within the field of vocational guidance, as an education itself.

There seems to be some of the wariness referred to by Carter (pp. 67-68 1965) to teachers' opinions and advice by pupils in West Hartlepool but it must be noted that amongst the modern boys there is a distinct increase in the influence of the teacher between 1965 and 1966. So that in 1966 a quarter of those boys said they had received useful information from them. Is this an indication of the effectiveness of careers lessons?

THE YOUTH EMPLOYMENT OFFICER

The influence of the Y.E.O.'s is more restricted than that of the teacher, (Tables 3.1 and 3.2). This is despite the fact that at the time the questionnaire was administered the Y.E.O.'s had recently interviewed the great majority of the pupils¹⁴ & ¹⁵.

The only high score for the Y.E.O. in 1966 was in the modern girls section (31.8%). This was mainly the effect of the reaction of one particular school to which the Y.E.O. had been paying regular visits. This fact alone may be sufficient evidence to support the demand for greater participation by Y.E.O.'s in the schools' careers programmes.

The high ranking given to the Y.E.O. by the fourth year girls at secondary modern schools in 1965 (Appendix 3.v.i) is partly explained by the fact that the resultant sample was not fully representative of that group since the fourth form girls at one of the two large schools in the town did not complete the questionnaire,

14. Carter (1966) p.87, where the problems of social background and attitudes are exhibited.

15. Carter (1962) p.149 "after the Y.E.O. interview some children quickly forgot what advice the Y.E.O. had given to them, others paid little attention to it: very few children acted upon it.

and two other schools had a fairly high proportion of pupils who were entering for G.C.E. or Northern Counties examinations and who also attended the careers Convention. It was noted that since "Careers Convention" was not presented as part of question 16 in 1965 most of the girls who attended the Convention underlined Y.E.O. as having provided information. This fact also partly explains the high ranking given to the Y.E.O. by selective school boys in 1965. In this case however there was the additional effect of the boys at one of these schools having had a talk by the Careers Advisory Officer only three days before the questionnaire was administered. In 1966 the questionnaire was administered in the Easter term prior to this talk.

The Y.E.O. was instanced as a source of information equally by a fifth of both boys and girls, (Appendix 3.F), though a greatly reduced proportion instanced the Y.E.O. as a factor in their job choice, (Table 3.2) and in this case the girls were more greatly affected. Since the Y.E.O.'s rarely had contact with the selective school pupils the lower ranking given by pupils at these schools is understandable.

The third-year pupils in 1965 would not, as a group, have come into contact with the Y.E.O. (only 5.2% of this year group underlined Y.E.O.). However this is not a true reflection because since one school had forgotten to administer the questionnaire before the end of the school year (July 1965) it was administered

in October of the following school year to the then new fourth form. Therefore 59 of the girls under the heading of "Third year secondary modern 1965" in Table 3.1 were not accurately placed, in this instance since they had had the introductory talk from the Y.E.O. only the day before. As a result of this 22 out of the 59 underlined Y.E.O. (In fact therefore only 5 out of 249 third year girls indicated this source.) One fact emerging from this is the scant recognition given to the Y.E.O. only one day after delivering the introductory talk which touches on all aspects of job choice, its problems, and the part that the Y.E.O. can play¹⁶.

Since the Y.E.O. rarely comes into contact with the third year pupils the general percentages indicated in the Tables 3.1 and 3.2 are not a fair reflection of the influence of the Y.E.O. as a provider of job information and advice. A glance at the percentage of the pupils who underlined the Y.E.O. as third formers in 1965 and then as fourth formers in 1966 readily supports this. The proportion of fourth form pupils indicating the influence of the Y.E.O. is almost a quarter of the total (24.6% of the boys and 22.2% of the girls). This proportion is virtually the same as that indicated for teachers by the fourth form pupils (25.9% of boys, 23.6% of girls). These figures put the Y.E.O. in a more favourable light but equality with the teacher as a source of influence, in a sphere that is essentially the speciality of the Y.E.O. is really a sign of failure for the Y.E.S. However it may indicate 16. Similar reactions are referred to by Carter (1962) p.109.

that a considerable part of the work of the Y.E.S. is done by teachers especially where careers lessons are an integral part of the school curriculum. Furthermore, it is well to remember that the teachers have a greater influence in selective schools, where they are related to an interest in and/or proficiency in a particular subject, and moreover, there are between 10 and 30 teachers who can potentially influence one young person. This is in contrast to one Y.E.O.

Further reactions to the Y.E.S. were obtained from answers to questions 21 and 22 (1966), (Appendices 3A and 3B). These questions were concerned with the eventual means of acquiring a job.

MEANS BY WHICH JOBS OBTAINED

Of the ¹⁹⁶⁶ school leavers, (from modern schools), who had already acquired a job, seven boys out of a total of 53, (12.7%), and 40 girls out of 63, (62.6%) said they got the jobs through the Y.E.O.¹⁷. This compares with 36.5% and 4.7% respectively who said they obtained their job as a result of family influence¹⁸. To some extent the part played by the Y.E.O. may be greater than the answers indicate because many children (38.2% of boys and

17. This low figure, well below the national average, especially for the boys, is confirmed by the findings of Carter (1962) and Jahoda (1963) though it is at variance with the findings of Maizells (1965).

18. Carter (1962) p.161 & pp. 171-173 stresses the importance of this method of obtaining a job but the proportion of girls is much greater. In the West Hartlepool sample the family influence was more important than placements by the Y.E.S.

15.8% of girls) said they obtained their jobs by writing or going directly to the firm concerned¹⁹. It could be assumed that some of these children were sent there or were provided with application forms for these jobs by the Y.E.O. However, the number of such children is probably very small because 42.3% of the boys and 6.5% of the girls who had not then obtained jobs said they would get one by writing to or appearing personally at the firms concerned²⁰. Those pupils who had not yet obtained jobs were more magnanimous towards the Y.E.S. than those who had been "fixed up." Of the modern school children 104 out of 213 boys (48.1%) and 113 out of 154 girls (73.5%) said they would go to the Y.E.O. Only 5 boys of this group (2.3%) said they would rely upon the influence their families might have at some particular firm. Of those pupils attending selective schools 36 out of 81 of the boys (44.5%) and 29 out of 122 of the girls (23.8%) said they would consult the Y.E.O.²¹

(Appendices 3.D.1. and 3.D.2.).

19. Carter (1962) p. 164 "Chance calls" are surprisingly more popular than in Sheffield. This means of acquiring a job seems as widespread as he thought.
20. Compare the figures quoted above which reflect the influence of the Y.E.O., and of the importance attached to personal endeavour, in acquiring a job, with those presented by K.R. Allen (Appendix 3.E). Carter refers to the haphazard approach, either in person or by letter, as being an important way in which jobs are obtained (p.162 & p.174 1962)
21. When the boys (at the Grammar School were given the opportunity of consulting the Y.E.O. or the C.A.O. individually over 40 of them did so.

These answers indicate that the majority of children are aware of the Y.E.S. and its functions²². Furthermore the majority have every intention of using it. However, in the end, many take the easiest way out and let some member of the family "fix them up," or they answer an advertisement for any job. This practice can be readily understood in the context of the town of traditionally high unemployment. This is illustrated clearly in the figures above which show great deviations between boys and girls with respect to the means by which they obtained, or will attempt to obtain, a job. The jobs which most of the girls obtain are hardly affected by recessions, and perhaps this is a reason for the higher ratio of placings for girls than for boys (see chapter II).

Further evidence upon which an assessment of the Y.E.S. and the schools can be made is obtained from the answers to question 2 (1965 and 1966). This asked the children to say whether they had made up their mind what they wanted to do when they left school. Table 3.5 provides the necessary numbers and percentages.

22. This aspect was later checked by means of an essay on the Y.E.S. given to boys at two of the modern schools. The great majority were aware of its advisory function, but a large number of pupils (about 40%) (Appendix 3.L) thought that it found jobs for young people only if they were unable to do so on their own initiative. Thus the Y.E.S. does not "loom large" as a job finding agency (see Carter 1962 p.161). The attitude of the children in West Hartlepool seems to be fundamentally different to that described by Jahoda and Chalmers (1963). Their study revealed that the children regarded the vocational guidance aspects of the service as subsidiary to placement.

TABLE 3.5

Those who have made up their mind what they want to be when they leave school. (Q.2. (1965 & 1966)).

| | BOYS | | | GIRLS | | |
|---|---------------|----------------------|--------------|---------------|-----------------------|--------------|
| | Modern 268 | Selec- tive 81 | Total 349 | Modern 217 | Selec- tive 122 | Total 339 |
| | Yes % | Yes % | Yes % | Yes % | Yes % | Yes % |
| 3rd yr 65 | 169 63.0 | 47 58.0 | 216 62.0 | 151 70.0 | 99 81.0 | 250 74.0 |
| 4th yr 66 | 238 89.0 | 53 65.5 | 291 83.2 | 192 88.5 | 102 85.0 | 294 86.8 |
| Those un- decided about their job aims in 65 & 66 | 19 7.1 | 23 27.5 | 42 12.0 | 17 7.8 | 15 12.3 | 32 9.4 |

DECISION ON JOB TO BE ENTERED

In all cases, whether modern or selective school, third or fourth form, over 55% of all pupils said they had decided upon the type of employment they wished to enter. A greater proportion of girls had decided than boys and, at fourth form level, a greater proportion of the modern school children had decided. However, of greater interest here, is the difference shown between the reactions of the pupils as third formers in 1965 and as fourth formers in 1966. There is a considerable difference to be seen between the decisions of the modern school children but there has been little change amongst those at selective schools.

This difference between the reactions of pupils at the two types of school may be merely a reflection of the fact that the fourth form of the modern schools is the final year at school, and therefore the children have accordingly thought about, and decided upon a job. (Table 3.2 - "self"). Over 60% of this age group at the selective school will be staying on for a further three years, the rest for one year. Thus to these pupils the necessity to think about a future job is not so readily apparent - this is a factor mentioned by a number of pupils when giving their opinion of the Careers Convention; and it was also noticed in a survey of sixth form boys. However it may also reflect the increasing influence of both the Y.E.O. and the teachers since most modern schools have a Careers Master and some type of introduction to work in the form of visits to works, T.V. or radio broadcasts, as well as the talks and interviews given by the Y.E.O. The greater influence of the Y.E.O. amongst fourth form pupils, noted above, may indicate that the increased number of pupils who have made job decisions is a result of the Y.E.O. despite the evidence of the figures in Table 3.2. The fact that the selective schools also had contact with the Y.E.O. in that year but show no significant change to some extent discredits that assumption and supports an argument in favour of the increase in modern school job decisions reflecting the influence of careers work. This is especially so

since none of the selective schools go on works visits and that all the big modern schools have careers lessons. It must be appreciated that of those who said they had made up their mind in 1965 there will be a number who have since (in 1966) decided that they are not so sure. Some of those who had not made up their minds will have subsequently become sure of a job choice and others will still be undecided (Table 3.6).

STABILITY OF DECISION ON JOB TO BE ENTERED

About three quarters of the total number of pupils who answered both questionnaires said they had decided on their job. A fifth or a sixth (16-20%) of children, especially from modern schools, had decided upon their choice of job in their last year at school. This may reflect the influence of the careers teacher and the Y.E.O. or merely be a result of the proximity of the leaving date. However Tables 3.7 and 3.8 show that only 291 children out of the 688 (42.2%) who answered both questionnaires indicated a preference for the same job. The ephemeral nature of some of these decisions is thus exemplified. But it is to be noticed that half (213 out of 434) of those who said that they had made up their minds both in 1965 and 1966 remained constant on their choice of job. This number accounts for one third (31%) of the total who answered both questionnaires. Thus by the age of 14 years a sizeable proportion of children (31%) have made

significant²³ and mature²⁴ job choices. In detail, however, there

TABLE 3.6 Have you made up your mind what you want to do when you have left school? Variations from Yes/No 1965-1966.

| | TOTAL | MODERN | | SELECTIVE | |
|---------------|----------|----------|----------|-----------|---------|
| | | BOYS | GIRLS | BOYS | GIRLS |
| 1965 → 1966 | 688 % | 268 % | 217 % | 81 % | 122 % |
| Yes → No | 32 4.6 | 9 3.3 | 8 3.7 | 7 8.6 | 8 6.6 |
| No → Yes | 148 21.5 | 74 27.6 | 48 22.1 | 15 18.4 | 11 9.0 |
| Unchanged No | 74 10.8 | 19 7.1 | 17 7.8 | 23 27.6 | 15 12.3 |
| Unchanged Yes | 434 63.1 | 166 62.0 | 144 66.4 | 36 45.0 | 88 72.1 |

TABLE 3.7 Those who had the same job choice both in 1965 and 1966 in relation to their 'Yes' or 'No' decisions of those years. (Q2. 1965 & 1966).

| | Those Choosing Same job | MODERN | | SELECTIVE | |
|---------------------------|-------------------------------|---------|----------|-----------|---------|
| | | BOYS | GIRLS | BOYS | GIRLS |
| No. Answering Q2. | 688 % | 268 % | 217 % | 81 % | 122 % |
| Yes → No | 11 1.6 | 3 1.1 | 3 1.4 | 0 - | 5 4.1 |
| No → Yes | 54 7.7 | 14 5.2 | 28 12.9 | 3 3.7 | 9 7.4 |
| Unchanged No | 13 1.9 | 4 1.5 | 8 3.7 | 1 1.2 | 0 - |
| Unchanged Yes | 213 31.0 | 51 19.0 | 80 36.8 | 26 32.1 | 50 45.9 |
| Total presenting same job | 291 42.2 | 72 26.6 | 119 54.8 | 30 37.0 | 70 57.4 |

23. Veness (1962) says this. Furthermore it is noted in Appendix 3c.3 that over a third of all the pupils put forward the same reason for choosing their particular job.

24. Super. 1957. P.188.

is a difference between the modern and selective schools. Only 39.4% of modern school children remained constant in their choices of job, compared with 49.1% of those at selective schools. Furthermore although the proportion of modern school boys is very low (19%), there is a greater constancy of job choice amongst girls than amongst boys.

TABLE 3.8 Relationship between those maintaining same job choice 1965-66 and those varying or maintaining a 'Yes' or 'No' decision.

| NO decision. | | | | | | | | | | | | | | | | | | |
|-----------------|---|---|------|-------------|----|------|-------|----|------|------|----|------|-------------------|----|------|--|--|--|
| JOB DECISION | No. ^A ans. both Qs. 65-66 | Those ^B naming same job | % | M O D E R N | | | | | | | | | S E L E C T I V E | | | | | |
| | | | | BOYS | | | GIRLS | | | BOYS | | | GIRLS | | | | | |
| | | | | A | B | % | A | B | % | A | B | % | A | B | % | | | |
| 1965→1966 | | | | | | | | | | | | | | | | | | |
| N. = | 688 | 291 | 42.2 | | | | | | | | | | | | | | | |
| YES NO | 32 | 11 | 34.3 | 9 | 3 | 33.3 | 8 | 3 | 37.5 | 7 | 0 | - | 8 | 5 | 62.5 | | | |
| NO YES | 148 | 54 | 36.5 | 74 | 14 | 18.7 | 48 | 28 | 58.2 | 15 | 3 | 20.0 | 11 | 9 | 82.0 | | | |
| Unchanged NO | 74 | 13 | 17.6 | 19 | 4 | 21.0 | 17 | 8 | 47.0 | 23 | 1 | 4.3 | 15 | 0 | - | | | |
| Unchanged YES | 434 | 213 | 49.1 | 166 | 51 | 30.7 | 144 | 80 | 55.5 | 36 | 26 | 72.0 | 88 | 56 | 63.6 | | | |

A Those pupils answering both Questionnaires.

B " " " " " presenting same job choice.

% B as a percentage of A

From two sample studies dealing with 418 boys in all who entered employment between 1962 and 1965 (Appendix 2.1.F) it was seen that 10% (42) took jobs that were not in accordance with the agreement on job type arrived at with the Y.E.O. Some of the jobs these people undertook were far removed from those accepted by the young people at the interview. Whether this evidence can be used to support the view that the Y.E.S. in general and the Y.E.O. in particular have little influence amongst the young people with whom

they are concerned is doubtful. In the first place 90% took jobs that accorded with the advice of the Y.E.O. and secondly the limited openings within a limited range of local industry coincided with high unemployment during a large part of this period. The limitations of this are seen by the fact that all but eleven of the 42 had to undertake work unsuited to their wishes or talents. Three boys of that eleven managed to obtain apprenticeships for which the Y.E.O. deemed them unsuitable.

KNOWLEDGE OF TRAINING REQUIREMENTS

It can be seen from Table 3.9 that there is a distinct increase from third to fourth form in the proportion of pupils who have a basic knowledge of the training that will be required in their job. This is especially seen in the modern schools where the increase may reflect the influence of careers lessons, visits, talks from the Y.E.O. and a greater interest and motivation amongst the pupils in their leaving year. In assessing the reactions to questions 9 (1965) and 7 (1966) the subjective factor was predominant. Therefore credit was given to those who knew the requirements for jobs which demanded only a very short and usually an informal training period. To some extent the decrease under the headings "none" was due to an increased appreciation and indication that most jobs require some training. The number who knew what training was required was high - a feature noted by Veness.

TABLE 3.9 Q.9 (1965) What sort of training will you need?

| | BOYS | | | | | | GIRLS | | | | | | | |
|------------|--------------|--------------|--|---------------|--------------|--|--------------|--------------|--|----------------|--------------|--|--------------|--------------|
| | MODERN(268) | | | SELECTIVE(81) | | | MODERN(217) | | | SELECTIVE(122) | | | TOTAL(688) | |
| | 1965 N. % | 1966 N. % | | 1965 N. % | 1966 N. % | | 1965 N. % | 1966 N. % | | 1965 N. % | 1966 N. % | | 1965 N. % | 1966 N. % |
| KNOW | 115 43.0 | 146 54.8 | | 52 64.1 | 55 67.9 | | 96 44.3 | 121 55.8 | | 106 86.9 | 107 87.7 | | 369 53.6 | 429 62.3 |
| DON'T KNOW | 68 25.4 | 51 19.0 | | 27 33.4 | 23 28.4 | | 53 24.4 | 43 19.8 | | 15 12.3 | 14 11.5 | | 163 23.7 | 131 19.1 |
| NONE | 85 31.6 | 71 26.4 | | 2 2.5 | 3 3.7 | | 68 31.3 | 53 24.4 | | 1 0.8 | 1 0.8 | | 156 22.7 | 128 18.6 |

The selective schools in all cases had a greater proportion of children who knew what basic training would be required. Even the third year pupils were fairly well informed on this. This fact, however, cannot be taken as a straightforward indication that these children are more concerned about, or interested in their careers - though many will have read about these - since in most cases the basic qualifications and training for the types of jobs they are interested in is in the academic field, an area with which they are familiar. This is especially seen amongst the girls of the selective schools, the vast majority of which want to be teachers. Over one-tenth of selective schoolboys do not know what training they will need. This fact is probably a reflection of the greater range of careers and training methods for boys especially in the technological fields.

BOOKS, MAGAZINES AND PAMPHLETS

Information obtained from these sources is one of the most important to children. Books were underlined by a third, (34.6%) of all pupils (in answer to questions 16 and 13 of 1965 and 1966 respectively). There is a definite distinction in the importance of these as sources of information between selective and modern school pupils, (54.2% and 26.1% respectively). This is no doubt a reflection of differences in intelligence, ability and interests as well as school and home environments²⁵. This difference is also seen in the effects

25. L. Tyler (1961) p.176 says that much of the information contained in books and magazines was pitched at too high a reading level for maximum usefulness.

of books upon actual job choice, (Appendices 3G and 3H), where a greater proportion of selective school pupils specify their influence.

The difference between the modern and selective schools in this respect is further emphasised by comparing the influence of books in 1965 with their influence in 1966. It is seen that whilst the importance of books as a source of information increases with the selective school pupils (52.8% in 1965 to 60.7% in 1966), there is a distinct decrease in the part they play for modern school children (30.3% c.f. 22%). However it must be remembered that, with the lack of careers guidance in selective schools, books are the only objective source of information. In fact when the children do come into contact with the C.A.O. they can only refer to them, in the absence of a careers programme, to books and magazines as an aid and guide to choice.

In contrast for the modern school pupils the range of information, media and influencing opportunities widens considerably in the fourth year. Careers lessons are part of the curriculum and frequent industrial visits are made. Furthermore, in some schools, the Y.E.O.'s play an integral part in the whole guidance system.

It is to be noted that in Tables 3.1 and Appendices 3F and 3H that the proportion of girls from the selective schools indicating the importance of books is much higher than from other schools. This is a result of the policy carried out in the High School whereby all pupils are encouraged to use the regional library of the Y.E.S. It

is this high proportion that creates the great difference between the girls and boys indicated in Appendix 3F.

The use of books specifically concerned with careers or further education had shown a considerable increase during recent years at the Grammar School. Books and pamphlets have been available for borrowing on any evening from the Careers Room since 1963. During that year 64 books etc. were borrowed by 52 students. In the following year the number had risen to 94 books borrowed by 73 students but in 1965 over 400 books were borrowed²⁶ (Appendix 3J) on 201 occasions by 101 borrowers from the fifth and sixth forms. Thus each borrower averaged nearly 4 books, and paid an average of 2 visits for this purpose to the Careers Room.

It can be seen from Appendix 3J that over half (205) of all the books borrowed were concerned with courses at, and admissions to universities and other institutions of higher education, and with the financial aspects of further education. This is obviously a reflection of the needs of the students and of the emphasis which should be given to educational guidance in the total guidance system to be developed in this type of school. The general range of books borrowed apart from those on education courses was wide and this itself emphasises the need for an extensive library of careers

26. For the year 1966/67 it seemed that this figure would be surpassed. However in May 1967 the administrative block of the school, which contained the Careers Room and all the relevant records, was destroyed by fire.

literature about specific jobs and individual firms and industries.

One aspect of the borrowing which is interesting is that over 90% of the senior sixth form using the careers library in the year 1965/66 did so before November whereas over 95% of the junior sixth and fifth forms did their borrowing after Christmas. There was a particular temporal relationship between the number of books borrowed by fifth form students and the period immediately after the trial examination of the G.C.E., and the talk from the C.A.O. when both advice and academic potential could be reviewed by the pupils themselves at the same time.

To some extent the great importance attached to books in Tables 3.1 and Appendix 3F may be a reflection of the importance of school subjects as a reason for job choice (Appendices 3G and 3H). It may be presumed that many of the books that are read and indicated are school text books and library books connected with a subject of particular interest.

If this is so the influence of the school is so much greater than was indicated in the preceding section. Appendices 3G and 3H tend to support this. "School subjects" is the most important single 'objective' reason given for the existing job choice in both 1965 and 1966²⁷. Although the selective school pupils provide the greater proportion of these totals the modern school element is not small.

27. The influence of school subjects is indicated by Wilson M.D.(1963)

The ordinary school curriculum is therefore not an insignificant factor in the job choices of children. This itself should be an adequate reason for any schools who regard their aim to be merely academic and totally unconcerned with vocational aspects to reconsider the role of education and the part played by the school.

VISITS AND WORK EXPERIENCE.

The more academic and restricted curriculum of the selective schools which encourages the influence of books upon their pupils equally limits the sphere of other influences. The reaction to works visits was markedly different between the two types of school. In 1966 over one quarter (27.5%) of the modern school pupils indicated this factor as being an important source of information, whereas only 9.4% of the selective pupils did so. Considering that every boy and girl in the fourth year at modern schools experience a works visit this reaction is disappointing and indicates that perhaps works visits may be overestimated as a source of information by teachers and the Y.E.S. It may be a reflection of the fact that usually works visits are so all-embracing and that too much is seen at too great a speed. That is such visits are moving spectacles rather than a means of studied experience.

That the selective school proportion is so high is remarkable because no selective school other than Brierton Hill Technical High School have special visits connected with careers work.²⁸ Therefore

28. Brierton Hill Technical High School unfortunately mislaid the questionnaires for 1966 after having administered them. Girls from this school therefore are not included in the statistics for 1966 (see Appendix 3C).

much of the visiting is done as a result of individual initiative, or as in the case of the Grammar School, is associated with industrial visits organised by the Geography Department. These normally take place after the summer examinations. More boys (18.6%) than girls (10.4%) indicated the importance of visits, but this is merely a reflection of the fact that visits are more generally available and convenient for most of the jobs which boys will enter than they are for girls. This is seen in Appendix 3K which shows works visits. There is a greater pupil/visit ratio for boys; in general each boy can go on three visits, whereas girls can only go on two.

Works visits however are specified as a reason for job choice by a greater proportion of girls than boys, (Appendices 3G and 3H). This may be a result of the fact that the girls can see how great the opportunities are for "meeting people" or "being with the girls", features which were frequently mentioned by them in answer to questions 7 (1965) and 5 (1966)²⁹. However in general works visits are not an important factor in influencing choice of job, (this was also found by Wilson).

In the latter part of the summer term of 1966 one school made extensive use of a works experience scheme. A limited number of boys and girls were allowed to spend a school week in a job of their choice - in factory, office, shop, nursery and hospital. The scheme

29. The fact that they could meet or make friends in the surroundings of their new job was mentioned by 300 out of 684 girls in modern schools who answered the question (i.e. 44%). This is in marked contrast to the percentage of selective school girls who favoured or gave priority to this feature (19%).

was regarded as highly successful by staff and participating pupils who were more than ever determined that they would seek and succeed in such a job. The success of this initial scheme has led to a greater use of this form of "guidance through experience" throughout the academic year 1966/67. However such a scheme, like works-visits, presents the major difficulties of making such opportunities more freely available, so that not only can every pupil have such an experience, but that preferably they can undertake it in more than one work environment.

CAREERS CONVENTION

The policy of holding Careers Conventions on alternate years for selective and modern schools makes direct comparison between the two groups difficult. A change in the form of the Convention during the period of survey further complicated assessment. Furthermore, "Careers Convention" was not included in Question 16 (1965), with the result that an indication of the importance of this as a means of information for jobs can only be obtained for 1966. It was omitted from the question in 1965 for two reasons. Firstly, because detailed information had already been obtained on the Careers' Convention, which had been held only a few days (6 - 10 days) before the questionnaire was administered. Secondly, it was felt that those pupils who had valued the experience would put it down

spontaneously in the space provided for other important factors.

Table 3.1 shows how so few pupils did so³⁰. This, together with the fact that attendances at both 1965 and 1966 conventions were lower than on previous occasions would seem to indicate that the Convention is of declining influence³¹. Whether this is a result of the fact that the first conventions were held in 1962-3 when a period of severe local unemployment gave the phrase "Careers Convention" a magnetic attraction, or whether it is a reflection of the increasing careers work done in schools, and therefore the pupils feel it is only duplication of information on local jobs, is difficult to determine.

However the information obtained from the 1966 questionnaire shows that although its appeal to young people has been diminishing its influence or effectiveness is still considerable, because 32.6% of selective school pupils underlined this as a source of information, almost one year afterwards. (Table 3.1)³² The difference between these two results indicates the care that must be taken when sampling and interpreting opinions and behaviour. Question 16 (1965) was, therefore, not making a proper and effective study as a result of

30. Only 5.9% of all selective pupils mentioned this specifically.

31. Attendance at the 1967 Convention for selective schools was very much the same as in 1965. However this was held on only 2 evenings instead of 6. Whether this fact increased or restricted attendance is difficult to determine.

32. Only 37.7% of third formers in selective school attended the convention in 1965. The 32.6% figure, therefore, speaks well for the effectiveness of the Convention. Although the total sample of selective school pupils was much smaller in 1966 the proportion of those who had attended the 1965 Convention was 81 out of 203 (39.8%).

the fact that a factor, important for a large number of children, was not presented in a question that basically depended for its assessment of sources of information upon recognition, not upon recall.

Although almost a year has passed since the 1965 Convention a greater proportion of selective school children (32.6%) benefited from the experience than those from modern schools (16.3%) despite the fact that the ¹⁹⁶⁶ Convention for modern school pupils had been held only one week previously and despite the fact that the form of the Convention had been altered in the hope that it would not only be more suitable and effective but would also be more attractive.

Appendix 3P shows how much it failed in the last objective; only 28.5% of the boys and 12.8% of the girls who completed the 1966 questionnaire attended. In this case the timing of the convention was to be faulted since by the end of the Easter term most Easter leavers had obtained jobs and many summer leavers, especially those seeking apprenticeships, had applied for them.

In the case of both the selective and modern schools the Careers Convention was a source of information only to the minority because so few took advantage of its opportunities. The Convention, therefore, can only be regarded as a marginal factor of influence in respect of the particular total school population. (Table 3.10.

Appendices 3P and 3Q)³³. However the figure concerning the selective schools quoted above, shows how effective such an experience can be when over 80% of those who attended expressed its influence. This reaction is paralleled by the modern school children who attended the Convention. In their case 76% expressed its importance in supplying information. Furthermore Appendices 3G and 3H show that although only 1.2% of boys and girls in 1966 presented this as their specific reason for choosing their jobs, this figure is higher than for many other specific "objective" factors.

33. It must be remembered that in all cases except 1965 and 1966 the true number of children who actually attended is unknown. This is because since the convention spanned a number of evenings (6) a considerable proportion of the children will have attended more than once. Based on the results of the 1965 Convention this proportion could be in the region of 40% of the total number of attendances.

TABLE 3.10 Attendance at Careers Convention - Selective Schools - 1965. (Held on six evenings).

| SCHOOL | Attended at least once | | Attended more than once | | Those not attending | | Total No. of Attendances | |
|---|------------------------|------|-------------------------|------|---------------------|------|--------------------------|------|
| | No. | % | No. | % | No. | % | No. | %+ |
| Grammar School* B. | 108 | 60 | 53 | 29 | 73 | 40 | 195 | 18 |
| Technical School*B. | 64 | 32 | 19 | 10 | 133 | 68 | 88 | 7 |
| High School* G. | 82 | 47 | 36 | 21 | 94 | 53 | 143 | 13 |
| Technical School*G. | 49 | 32 | 20 | 13 | 106 | 68 | 90 | 10 |
| Convent G. | 30 | 17 | 4 | 2 | 148 | 83 | 34 | 3 |
| St. Francis B. | 7 | 9 | 1 | 1 | 69 | 91 | 8 | 2 |
| Elwick Road Mod. G. Dyke House Schs: | 56 | 57 | 10 | 10 | 42 | 43 | 68 | 12 |
| 5th Form from Boys schools | 30 | 18 | 7 | 4 | 136 | 82 | 38 | 4 |
| 5th Form from Girls schools | 19 | 9 | 4 | 2 | 189 | 91 | 23 | 2 |
| 6th Form Boys & Girls | 18 | 7 | 3 | 1 | 244 | 93 | 24 | 1 |
| Total for 3rd & 4th form from Selective schools | 340 | 35 | 133 | 14 | 623 | 65 | 558 | 9 |
| Total for 3rd & 4th form from the 4 maintained Selective schools* | 303 | 42.8 | 128 | 18.1 | 406 | 57.2 | 516 | 12.5 |
| Total for 3,4,5, & 6th form | 407 | 25 | 147 | 9 | 1192 | 75 | 643 | 7 |

192 Parents attended

92 with boys
100 with girls

+ of possible attendances.

(See Appendices 3.M - 3.5)

The basic reason that few pupils attend the convention is that it is held during the evening when other activities are being enjoyed and the children feel that they have had enough of "school". If the convention was held during school-time parties of children could attend without having to contend with difficulties of transport or alternative attractions. Furthermore the Convention would no longer be a marginal influence but would be experienced by the great majority of children.³⁴

It would seem that in relation to the total school population the influence of the Convention is limited, but in relation to the actual numbers who attended, its influence is important, therefore it appears that greater efforts should be made to obtain a higher attendance.

CAREERS CONVENTION 1965 - FOR SELECTIVE SCHOOLS

As mentioned earlier, some considerable research into the workings of the careers convention and its effectiveness was carried out. This was particularly so for the Convention held for the selective schools in 1965. This Convention, like its predecessors,

34. Although many of the changes in the form of the 1966 Convention were based upon the reaction of pupils to the specific questionnaire used in this study (Appendix 3M) the Y.E.O.'s were unwilling to ask the L.E. Committee for permission to stage the Convention during school-time, although they themselves thought it would be more suitable, because they felt sure that such permission would not be granted. This is a reflection of the problems of the Y.E.S. being organised on a basis of "dual" control exhibiting a lack of co-operation, understanding and confidence.

was organised on the following lines. Six or seven speakers each evening talked on their respective careers for about ten minutes. After all of them had spoken (after over 1 hour) they were available for an hour in nearby classrooms for individual questioning.

The numbers attending in 1965 were considerably lower than those in 1963. These raw figures do not necessarily indicate an obvious decline in the effectiveness and attractiveness of the convention. There are three possible explanations for some considerable decrease. In the first place, year 1963 was an unusual year in West Hartlepool because at that time many hundreds of people were unemployed and so much interest was focused upon anything concerned with employment matters. Secondly, since this was the first such convention for the selective schools, the novelty of the event probably attracted many. Thirdly, although pupils from third forms upwards were invited, in 1965 very few fifth or sixth form attended (52 and 23 respectively); in some cases because they had attended the previous one and learned sufficient from it, or had been somewhat disillusioned by the 1963 experience.³⁵

The general impression obtained from the selective school pupils was that the Convention of 1965 was a success (Appendix 3.M). This

35. The latter reason was probably appropriate for about 10% of those who had attended (see Appendix 3.M).

is particularly to be seen from answers to questions 1 and 11 of that survey, where only between 6 - 10% show distinct disinterest and disappointment. The questionnaire was administered on the prompting of the head teacher of a secondary modern girls school, a number of whose pupils had attended the Convention fairly regularly throughout its six days. She found that the majority of her pupils had been dissatisfied with the experience and so she tried to find out exactly what had been wrong. For this reason she presented them with the questions which comprise the questionnaire. The chance to compare the reactions of these secondary modern school girls (all of them following a G.C.E. course) and those of the pupils of selective schools was thus possible. Furthermore the information that the questionnaire provided was of use as a basis for discussion with the officials of the ^{then} Ministry of Labour on the venue, timing and type of Convention in the future.

It can be seen from inspection of Appendix 3M that the reaction of the modern school girls was very different from that of the pupils (both boys and girls) in the selective schools.³⁶ Although 61% of modern girls thought that the convention was of no value to them

36. This figure may particularly reflect the effects of different teaching methods in the two types of schools, i.e. the selective pupils are used to sitting listening to people talking at length, and are used to seeing a variety of different people and listening to a variety of different topics.

only 6% of selective pupils thought so. Whereas almost 90% of modern school girls thought that there were too many speeches, slightly less than half of the selective pupils felt this.³⁷ The suitability of venue was questioned by 50% of modern girls whereas only 7% of selective pupils were so critical. Therefore the group for whom the Convention was designed were favourably impressed by it. A tremendous gulf was seen between the two groups in their reaction to the value of the second part of the convention when the individual speakers made themselves available for individual advice. 80% of the modern girls, compared with 6% of selective school girls, thought that the aim of this had failed since individual questioning and counselling was not possible, especially so since parents tended to monopolise the floor. On account of the latter's detrimental effect, ^{the modern} girls were definitely against parents being invited to such a function. Furthermore they were wholeheartedly in favour of each career being represented by a variety of people, but especially by young people, particularly those in training.

The reasons presented by the pupils who were dissatisfied with the convention (question 2) were echoed more frequently by those children who answered question 3 (one third of the total). The

37. Although it is not possible to say that this one secondary modern school is representative of all such schools, the fact that no one single selective school showed any marked deviation from the pattern presented by the total figures suggests that the effects of selection in all its ramifications are apparent here.

fundamental reason for the failure was undoubtedly the fact that the speakers presented no information additional to that which could be obtained from a pamphlet³⁸. This was a fault found by others in answer to question 3. Many children want information on what the daily chores of a job are, and particularly on the salary structure. These former were never mentioned, the latter only infrequently. Yet these are two of the basic considerations in job choice.

However the most unpopular aspect of the convention was undoubtedly the length of the speeches, since, on all but a few occasions, these exceeded the prescribed ten minutes. This tendency was a double tragedy because, as many children said, the second part of the evening suffered from a lack of time.

One further point raised by answers to question 3 is that of the speakers themselves. In some cases criticism was levelled at the speakers in general because they were inaudible. This criticism could so easily be eradicated by the use of a microphone. However the other two complaints are less easily dismissed and rectified. These are the attitudes and qualities of the speakers. Many children mentioned the condescending attitude adopted by many speakers and noted the overwhelming desire amongst some speakers to outshine their colleagues on the platform. In contrast to these were those representatives who were obviously unused to public

38. This is fact was the impression I obtained - many speakers seemed to have prepared their speech from a pamphlet.

speaking and therefore proved inadequate. These people however may have been very effective in a convention organised more informally. There was an indication from non-attenders that the fact that speeches played so large a part in the proceedings was sufficient reason for absence (Appendix 3.M.1).

Although the second part of the evening was appreciated by most pupils the faults instanced by 80% of the girls at the secondary modern schools, and corroborated by 10% of selective school pupils, were significant. The theoretical aim of individual consultation was never possible because of the numbers who remained for this, (on each evening over 95% of all young people stayed for this). As a result this part tended to be dominated by questions from the few but very interested parents or by one or two brave pupils. The rest felt out of it (in that they dared not ask for help on their own personal problem) but at the same time resented the fact that there was, in the answers to these questions, too much repetition of material presented in the first part of the evening. The second part also broke down as a result of shyness and embarrassment on the part of many children who were reluctant to move freely from one consultant's room to another, despite the fact that a bell was rung frequently to encourage such movement. To some extent this was made more difficult by the fact that frequently the door to each room was closed and so movement into and out of the room became more obvious.

There was some further comment upon the physical difficulties experienced when trying to sit in desks designed for juniors. For the senior pupils of a secondary school this was an indignity. For the reasons mentioned above the Youth Employment Committee decided to change the form of the Convention to the type where each industry or profession is represented by a number of people of different status, particularly including apprentices and young workers. These people are allocated a space in a hall or room in which they can set up a stall, incorporating machinery if necessary, and make themselves available for questions from children or parents as they move informally within the building. A particular advantage of this type of programme other than those already instanced is that the young people are not restricted to time. The whole area could have been explored within half an hour and there was no reason why everyone must arrive at 7.00 p.m.

Furthermore the Local Youth Employment Committee decided to change the venue. This decision was arrived at partly as a result of the situation of the school which had previously been used. It was not central nor was it on more than one bus route. The problem presented by the situation of the school was put forward as a reason for non-attendance at the Convention by almost 10% of such pupils (Appendix 3.M.1)

The other reasons for absence were varied but worthy of note. A substantial number forgot about the Convention despite the

distribution of pamphlets, a letter to parents, articles in the local evening paper and verbal encouragement from headteachers and careers teachers. A quarter of those not attending said that other engagements (11.2%) and homework (14%) were their reasons. To some extent the latter reason is an indication of lack of thought or co-operation on the part of the schools, in that despite exhortations to attend, by the school, no provision as regards homework allocation during the period had been made. Since one of the primary aims of education must be to equip the pupils for a satisfactory post-school life, it seems rather unreasonable of the schools in this case to give priority to homework rather than careers guidance. The simple expedient of changing the time of the convention from evening to during the school day would obviate all the excuses for non-attendance except that of personal illness.

One feels that many of the reasons presented in Appendix 3.M.1 are merely excuses, although some children genuinely were sorry that they had missed the opportunity through no fault of their own. It would seem that in order to provide equality of opportunity, and to show that careers guidance is important and some concern of the school and the education process, such a programme should take place in school time. Furthermore it would be a greater justification for all the work that is involved for the Y.E.O. in arranging such a venture.

CAREERS CONVENTION 1966. Secondary Modern.

The new form of Convention attracted only 16% of all third and fourth year modern school pupils. This was a disappointment to the Y.E.O. but perhaps in this case there was a more genuine inability to get to the Convention since it was held only on one evening (one for boys and one for girls) whereas previously the convention had been spread over six evenings. Another explanation for the poor attendance is in the timing of the convention. In this particular year it was held in mid-March. This was only three weeks before the end of term and therefore unlikely to be of great benefit to the Easter leavers. This fact was reflected in the turnout of this age group, (4%). In 1965 it was noted that more than 7% of pupils did not attend because they had already decided upon their job. In 1966 a far greater percentage must have been involved, in fact many would have already got their jobs arranged. Furthermore many of the "A" stream boys, even summer leavers, did not attend because they had already made application for apprenticeships at the larger local firms. This aspect of the convention should be more carefully studied in future years.

Although the majority of the representatives thought that the convention had been of value some had reservations. Comments were made on the irresponsible attitudes of some of the young people whose only aim seemed to be to obtain as many pamphlets as possible, to run along corridors and up and down stairs, and to crowd into many of the small rooms that were used. Others were very disappointed

at the low attendance by parents, who, as seen in the reaction to the 1965 Convention, tend to ask questions and show a greater concern.

Although much interest was shown by the majority in the displays and in the machinery, few pertinent questions were asked on either night.³⁹ However it is difficult to ^{satisfactorily} assess how much ^{vocational} interest is engendered by such a programme, i.e. ~~does a lack of questions necessarily indicate a lack of vocational interest?~~ Nevertheless it can easily be seen how such a venture can become a mere exhibition or a cheap means of advertising: the central theme of guidance soon being forgotten by both representatives and pupils. It is in cases such as this where a programme for vocational guidance in all schools would be of great value. Potential obstacles ~~to reasoned decision - such as Careers Conventions -~~ could be objectively and realistically presented. Even though this Convention was for modern school children the range of jobs covered was limited, and this itself may have affected the attendance. In general children are cautious about their job aims, few with ambitions beyond their capacity. This is illustrated by the frequency with which jobs such as van boy, order boy, "proppy", and factory hand are instanced (12.6%). None of these jobs however were covered in the Convention. Thus it is in fact a careers convention, catering

39. There was much more involvement by young people in the selective school convention in 1967 which was run on similar lines. Many young people however, even in this case were to be seen wandering about the building with no apparent aim and showing no intention of enquiring personally about any of the careers.

for the minority, not a convention for the types of jobs acquired by the majority. Such aspects should be considered in future years.

The above three paragraphs provide further material to support the case for the Convention to be held during school time. Although the accent of the Convention was on informality there is an obvious need for some figure of authority to be present to control the irresponsible element. Since this would involve organised school visits the immediate weeks prior to these could be used for preparing the children for the experience - what to look for and what questions might be asked. Since so few parents attend the existing evening Convention there is not likely to be a great loss of impact by changing the time, indeed parents could still be invited, and many may find it a more convenient time.

A problem mentioned in the section dealing with the 1965 Convention again became apparent here. This was the need to keep all doors open. This small matter of procedure is important because many children were seen to move away from rooms where the doors had been closed, particularly when the representative was the only occupant. This point does emphasise the need for suitable premises, ideally a hall large enough to house all the industries and professions represented. This need may be met in the near future when the extensions to the College of Further Education are completed late in 1968. This solution would be ideal in other

ways. It would provide a tangible introduction to the College, furthermore it would enable the relationships between the jobs or careers represented and the need for further education and training to be stressed, and its position in the town centre would make it more accessible, (fig. 2.1).

T.V. & RADIO

Over a fifth (24.1%) of pupils indicated that television had provided information useful in thinking about jobs, (Table 3.1). It was presented as a specific reason for job choice by 1.4% of pupils, (Appendices 3G & 3H).

There was a higher ratio of selective school pupils indicating this than modern school pupils, despite the fact that most modern school pupils watched the B.B.C. T.V. programmes "Going to Work", whilst no selective school possessed a T.V. at the time of the survey. This difference therefore could be a reflection of differences in viewing habits between selective and modern school children outside school. This itself shows that information and ideas are obtained from programmes unconnected with those specifically dealing with careers. In this respect it cannot serve as a means of appraising the efficiency of the "Going to Work" series. It could also be an indication of the negative attitude displayed by so many of the children to anything connected with education, and with the alien i.e. middle class views on life expressed by the teachers. This theme of the superimposition of middle class

attitudes by the schools, mentioned by Carter (1962 p.103) has been taken up by Daws in his recent studies.⁴⁰

It is worthy of note that there is a distinct decrease in the importance attached to T.V. by boys, both from selective and modern schools from 1965 to 1966. It is interesting to speculate upon the reasons for this.

The radio has everywhere been of little importance as a source of information (4.2%). This figure (Appendix 3.V.1.) is comparatively high because during 1965 the boys of Brierton Modern School used the series of careers broadcasts on the radio, rather than those on T.V. The possibility of tape recording the programme, so facilitating the repetition of points, was a factor in this decision. In addition the Careers Master thought that the radio series, with its associated booklets, was superior to that offered by television. Of the 23 (10%) of fourth year modern school boys underlining this in 1965, 18 were from that particular school. In 1966 both radio and television series were followed at Brierton and surprisingly there was a drop in the proportion of boys referring to both television and radio as sources of information (from 1/3 to 1/6 for T.V., and from 1/5 to 1/20 for radio).

⁴⁰. These studies are described in Chapter 4.

OTHER SOURCES OF INFORMATION

As mentioned earlier, very few pupils (0.9%) indicated any other source of information in their answers to question 16 (1965) and 13 (1966). Those that were mentioned were Recruiting Officers or Centres for the Armed Services, or Matrons and Health Visitors seen by the children on their own initiative.

Further points of interest in attempting to assess the guidance procedures in West Hartlepool can be gleaned from Appendices 3G and 3H. These are mainly concerned with the particular job itself or with aspects of the field of employment. Therefore in this respect they are not directly relevant to the Chapter but provide an interesting insight into the attitudes of young people towards the world of work, and the ways in which these attitudes can modify any attempts to give help to them by specific bodies or services. Some of the influences considered below will be discussed in Chapters 7 and 8.

ADVERTISEMENTS

One boy and girl in every hundred decided upon a job as a result of an advertisement. This mainly indicated the influence of the local evening paper. Most families take this paper, which apart from the daily "Situations Vacant" column, (this could be used as a stimulus for many careers lessons), consciously helps the local Y.E.S. It does this by giving ample publicity to the work of the Service, not only in presenting its aims but in "selling" an occasion such as the Careers

Convention. Six or eight page supplements appear three times a year three or four weeks before each school leaving date, and prior to the Convention. These articles and the accompanying advertisements help to reinforce the decisions arrived at as a result of advice from the family, school and the Y.E.O.

Of the Easter leavers of 1966, (76 boys and 78 girls) who had already obtained a job and who answered the 1966 questionnaire, 5% of the boys and 10% of the girls got their jobs as a result of answering an advertisement in the paper.⁴¹ Furthermore of the 243 boys and 215 girls who had not yet obtained a job and who answered question 22 (1966) - "How will you set about getting a job?" - 4% and 15.8% respectively said that they would look for and answer advertisements in the local evening paper. Thus the Northern Daily Mail is another factor that must be considered in assessing the impact of the guidance services in West Hartlepool.

WAGES

The prospect of money, or even a lot of money, does not seem to play much of a deciding role in job choice (Carter 1962 p.113). In 1966 (in answer to question 4) one boy or girl in every hundred in the sample from West Hartlepool put this forward as a deciding factor in their choice of job. This factor was of greater importance in 1965

41. Carter (1962) p.174. The same proportion of children find jobs by this means in his survey. Carter thinks this proportion is substantial and in his follow-up the percentage who have obtained subsequent jobs by this means has risen to 15 and 18 respectively.

because then the children were asked to answer both "what" and "who" helped them to decide (questions 5 and 6).

However money does not play such an insignificant part in pupils thoughts on jobs as these figures may suggest. Although money may not be the deciding factor in job choice it looms large as an element of the job in the thoughts of some children. In answer to number 5 (1966) 47 secondary modern boys and girls (9.7%) put it forward as the thing they would most like about work.⁴² Boys put this forward more so than girls (12% c.f. 6.9%). Conversely nearly 3% of modern school children said that the expected low wage would be the aspect of work which they would not like; 4.1% of boys, and 1.4% of girls at modern schools mentioned this.

Only 5 selective school pupils (2.2%) in 1966 mentioned wages as the aspect of work which they would most like. Whether this is a result of social training and attitudes inculcated in these schools; or a more general reflection of the results of the tripartite system whereby those who pass the eleven-plus are bound to obtain a job that is adequately paid; or the influence of the introductory talk by the C.A.O. On factors important in job choice is difficult to say, but virtual absence of this consideration in their answers was unexpected, especially compared with their answers of 1965. In fact 6.5% of these same children, as third form pupils, thought that the wage would be the

42. Figures very similar to those of 1965 when these children were third form pupils - 10.8% (boys 11.1%, girls 10.4%).

most most likeable aspect of work. Again the boys mentioned this more frequently than the girls (11.1% c.f. 4.9%). However only 1.2% of boys thought the pay would be so low as to be the thing about work which was least pleasant, and 2.5% of the girls thought this would be the case. This difference between the fourth year secondary modern pupils and their contemporaries in the selective schools is also reflected in the sample of fourth form pupils who answered the 1965 questionnaire (questions 7 & 8) where 9% of modern pupils compared with 4.7% of selective pupils thought that the wage would be the best aspect of working life. Yet in the survey on attitudes to jobs based on Daws' blank and carried out amongst the fifth form at all selective schools, the boys regarded good pay as the third most important aspect of work, the girls as the fifth (Appendix 3.T.2.). However in this case the pupils were presented with 10 specific aspects associated with work, whereas in the questionnaire there were no such indications provided. Therefore again this differentiates between recognition and recall as a means of obtaining information.

PROSPECTS & SECURITY

Closely connected with wages as an attraction or a disadvantage of a job, are "prospects". This word implies two different things; visions of eventual responsibility, status and power, or high financial reward. Whichever characteristic is accepted it has played little part in the choice of job, (only 1 boy and 1 girl mentioned this in 1966). However the children have not been entirely unaware of the

future nor lacking in ambition as answers to question 5 (1966) show. 1.5% of girls and 1.7% of boys said that the prospects of the chosen job were the aspects that they most liked. This importance of prospects is also seen in the results of a study on factors in job choice which was carried out in all selective schools (Appendix 3.T). A further 14 boys (4%) said that the most likeable aspect of their jobs was the fact that they were "learning a trade". Whether by using this phrase they implied future benefits of salary or status is difficult to say but another interpretation is possible. The successful apprenticeship provides them with an important qualification - skill - which is always in demand even in periods of recession. In other words learning a trade is a form of security.

Although this interpretation is not supported by the figures in Appendices 3G and 3H as a specific reason for job choice, security seems to be an important factor that many children, prompted no doubt by their parents, consider⁴³. This element, presented in the modern school answers, can be seen more strikingly in the study of factors in job choice carried out in all selective schools in West Hartlepool in 1966⁴⁴. This study was based upon work already carried out by Daws.

43. Six boys in 1965 put "security" forward as the most likeable aspect of their chosen job. Relton (1968), in his preliminary studies has found a similar stress on aspects of security in his group from Northern England.

44. It was hoped to extend the study to the modern schools but this was found to be impossible. However the trends shown by the selective school sample are very interesting. Further study in this field and embracing modern schools may reveal distinct regional characteristics.

The inventory for this purpose was administered to all fifth form pupils at selective schools in January 1966, (Appendix 3.F.).

All these pupils except those from the Girls High School had had contact with the Y.E.O. or the C.A.O. and over a third of them had attended the Careers Convention in 1965.

The children were asked to put the 10 aspects of work presented to them in an order of merit which would reflect the importance they would attach to each factor when choosing a job. In general the reactions and attitudes of young people in West Hartlepool were very similar to those in Leeds, (Appendix 3.T.3). However the scores on "safe and steady job" were much lower and therefore more important in the local sample (median 3.19 for boys in West Hartlepool, 3.35 for those in Leeds; for the girls it was 2.61 and 3.77 respectively), and were very close to "good changes of getting on" as the most important aspect.⁴⁵

The aspect of security was further emphasised in the case of boys if one considers the different attitudes to "good pay" between the two samples as well as to the factors "opportunity to master a skilled trade" and "good changes of getting on". This underlying desire for a steady, reliable job in West Hartlepool may be a characteristic which modifies the influence of the Y.E.S. here.

⁴⁵. These results support the importance that Wilkins put on long term incentives by selective school pupils, 1949. Information about the Leeds sample is unpublished but was given to me by Dr. Daws.

INTERESTS

Finally it is necessary to take the individual himself into account. By the age of 15 years children have developed attitudes and characteristics which will influence their reaction to various stimuli. Some will be markedly affected by a specific person or event; others will be virtually unaffected.

A large number of children when asked who or what gave them the idea of going in for the job of their choice put down "I did" or "Myself", (Table 3.2). This statement, in part, is a result of a decision reached subsequent to advice and information from a variety of sources, or as a result of a longstanding interest. Conversely it often implied that the person had thought very little about the future and that the job specified had been chosen only at that moment⁴⁶.

However a general impression to be obtained was that "interests" played a great part in job decisions. This is seen in Appendices 3G and 3H, where interests, specified or general, accounted for a large number of job choices, (between 10 - 20% of pupils indicated this factor).⁴⁷ In the case of girls the figure would be much higher

46. This invention of job aims at short notice is illustrated by Carter (1962) p. 125.

47. Interests in this respect, referring to Appendices 3G and 3H, are to include categories such as "use of hands", "practical job", "out of doors", "indoors" "books", "school life", "hobbies", "animals", "travel" and "a worthwhile and satisfying job". The figures presented above, reflecting the importance of interests as a reason for job choice do not appear to be so high as those put forward by Carter (1962) p.113. However it is not clear in what respect he defines "of fundamental importance". The importance of interests in work was very high in a survey carried out by Powell and Bloom in U.S. where over one third of students indicated it as the reason for job choice (Appendix 3.U)

if "liking for children" were included within interests, and would be further emphasised for both boys and girls if school subjects were also included (Table 3.11).⁴⁸

TABLE 3.11.

The frequency with which interests are indicated as a reason for job choice (extracted from Appendices 3.G. & 3.H.)*

| | 1965 (3rd. Form) | | | | | | 1966 (4th Form) | | | | | |
|-------|------------------|------|-----------|------|-------|------|-----------------|------|-----------|------|-------|------|
| | Modern | | Selective | | Total | | Modern | | Selective | | Total | |
| | N. | % | N. | % | N. | % | N. | % | N. | % | N. | % |
| Boys | 62 | 23.2 | 36 | 45.5 | 98 | 28.0 | 38 | 14.2 | 17 | 21.0 | 55 | 15.8 |
| Girls | 27 | 12.4 | 45 | 37.0 | 72 | 21.4 | 28 | 12.9 | 16 | 13.2 | 44 | 13.0 |
| Total | 89 | 18.4 | 81 | 40.0 | 170 | 24.6 | 66 | 13.6 | 33 | 14.3 | 99 | 14.4 |

*N.B. 1965 & 1966 figures not comparable since the questions in the questionnaire had been altered. i.e. q.4 (1966) incorporated q.5 & q.6 of 1965.

However the fact that over 10% of boys and girls stated that these interests were the reason for their particular job choice is worthy of note and further study. In this respect the use of the Rothwell-Miller Interest Blank has been appropriate. More will be said on this matter in Chapters 7 & 8.

48. The questionnaires probably should have included "school subjects" in questions 16 (1965) and 13 (1966). The fact that they were put forward spontaneously so frequently (Appendices 3G and 3H) well reflects the impact they must have on job choice e.g. many girls who were hoping to be shop assistants said amongst other things, that their ability or interest in arithmetic played a part in such a choice. R.V. Clements, (1958) found that school subjects were the most noted influence upon job choice amongst his sample of G.C.E. 'O' & 'A' Level pupils. This influence became noticeable at about 13 years of age.

SIXTH FORM SURVEY - BOYS GRAMMAR SCHOOL

During the Easter term of 1966 every student in the sixth form at the Grammar School was interviewed individually. This was done in order to obtain an impression of the educational and vocational problems facing these young people during their sixth form life. It is hoped from this to determine what type of educational and vocational guidance would be suitable for such a school.

Every interview was kept as much as possible along the same lines, (Appendix 3.W.) so that the greatest possible degree of standardisation was obtained. Obviously the survey took some considerable time and as a result many of those interviewed late in the proceedings had become familiar with many of the questions at second hand. In this case, however, it was thought that consequent upon greater deliberation given to some aspects of the interview the answers would be of a more thorough and critical nature.

REASONS FOR ENTERING THE SIXTH-FORM

At the beginning of the interview each pupil was asked why he had stayed on into the sixth form. Over half of them (50.7%) (Appendix 3.W.1) did so because they wanted to go to University or College, and 'A' levels were required for that purpose. A further 5 boys (6.0%) merely wanted to complete the educational process i.e. to go right through the school university system was a goal in itself. Six boys said that the ~~only~~ possible way to get the qualifications they were

seeking was to obtain 'A' level passes first. It is worthy of note that three of these boys had previously left school but their occupational aims were being considerably restricted and hindered both by the conditions and attitudes at work and at day-release and evening classes. In fact one student went so far as to say that his decision to come into the sixth form was entirely because of the poor standard of teaching at evening school.

15 students had stayed on because they thought that the higher qualifications, in the form of 'A' levels, that they would obtain would enable them to get a better position and better prospects in the job of their choice. Success at 'O' level induced five pupils to stay on hoping that similar results would be forthcoming next time, but none of these fifteen students had any distinct plans for the future, although they thought they might go to University.

There were eight other students who could not present any reason for staying on into the sixth form other than that "most boys stay on now, and they had not really thought of leaving." Altogether, from their answers only 30 (36.1%) students had really decided what the 6th form meant for them as regards career aims. The other 56 had entered the 6th form more as a matter of course, with vague short-term hopes, rather than specific long-term aims.

SUBJECT CHOICE

The following question about which subjects the students were studying in the sixth form had a two-fold purpose. Firstly it enabled the compilation of a table of subject combinations that were possible within the framework of the existing sixth form timetable. This table (Appendix 3.W.2) was to be on display for those entering the sixth form in future years so that they could see at a glance what courses of study were possible for them. This was done because in past years, and actually in that present year, students had embarked on sixth form courses studying subjects for which they had no liking on the presumption that their preferred subject choice was not practicable within the timetable. It is in this respect that some form of educational guidance is necessary and can be so easily provided. The second aim was to judge the balance of arts and science subjects within the school compared with that of other schools.

It has been frequently pointed out that subject choice is in itself a vocational choice since entrance into university courses and into many professions is rigidly controlled by the course of study that has been carried out. The survey (question 2) aimed to find out how subject choices had been arrived at and whether these had been the result of rational decisions on the part of a pupil and his family.

In the main students gave four reasons for subject choice.

Of the 85 pupils 54 (63.7%) had elected their course of study on the basis of being interested in or liking the subjects, and ^{secondly} this reason was frequently backed up by statements such as "and also I got good grades in these at 'O' Level" or "and I am good at these", (Appendix 3.W.3. where 44 (51.8%) students made such statements).

The third reason expressed was a negative one in that often in the case of one subject, but, on 2 occasions, in the case of two subjects, the choice was that of Hobson in that the students (34) either disliked, or were "no good at" any of the other subjects except this one. These last reasons were noted by Guy (1966 p.19) in his survey at Bishop Auckland. The last reason put forward was the relevance of the choice to their future occupational aims.

Only just over a quarter of the pupils (29.5%) chose their course of study with specific reference to their intended careers. This seems a small proportion when one reflects on the career implications of educational decisions.

However this fact is itself significant with reference to the major reason for subject choice that of interest in and liking for a subject. Is this a further indication of the importance of interests in job choice? The other reason for subject choice - ability and attainment - ("good at") makes up together with interest the major contribution to the value of the table (Appendix 3.W.3) and this adds importance to the 7 Point Plan, designed by Rodgers

as a possible tool of considerable value in guidance for sixth form courses. Some follow-up on this aspect would be of no mean importance.

SATISFACTION WITH COURSE OF STUDY

Most of the boys were satisfied with their course of study, but certain reservations were voiced. Four boys were feeling frustrated by the fact that their initial choice of study was impossible to fit into the timetable and thus they were forced to choose one, or on occasion, two other subjects. Often as a result of such a choice difficulty was subsequently experienced in maintaining or reaching a sufficiently high standard.

It was apparent that a greater number of the senior sixth form pupils were dissatisfied than those in the Junior sixth (9 out of 42, c.f. 1 out of 43). This may have been a result of the proximity of the 'A' level examinations proper, or of the "trial" 'A' level examinations which were held at the end of that term. Those who were weak in one subject, a fact soon to be confirmed, (so they believed), and being wise after the event were thus wishing they had chosen another subject - all of them presuming that in this they would have been successful. Others were upset because they had only just been made aware of the complicated and perhaps unfair system of selection employed by universities, especially when there seemed to be an obvious discrimination against arts students by

the fact that far higher grades were being demanded of them than from their counterparts in the science sixth, and that from recent experience science students with low grades of 'A' level, and often only with two passes, were getting into universities, whereas art students with similar results, were refused, (See Ollanson 1968)

Some of the good all-round performers at 'O' level were apparently regretting their decision to go onto the arts side when it may have cost them a place at university. This state of affairs obviously should be made known to students at the end of the fifth form so that a reasoned decision could be arrived at, whereby ^{if necessary,} ~~personal~~ interests could be satisfactorily compromised by personal ambition and national need.

The pressure of examinations and of vocational and educational aims are further seen in the senior sixth. Most students enter the junior sixth to study three subjects at 'A' level. It is noticeable that more students in the senior sixth study only two "A" level subjects than those in the junior sixth^{a. b.} The main reason why a subject is dropped is that these students have become aware that for their particular job or course of study only two subjects are required, and by greater specialisation, afforded by a greater availability of time they hope to make absolutely sure of success.

| | Senior 6th | Junior 6th (1966) |
|--|------------|-------------------|
| a. No. taking 3 A levels | 28 | 38 |
| " " 2 A " | <u>14</u> | <u>5</u> |
| | 42 | 43 |
| b. In 1967 when the Junior 6th had become Senior 6th the no. of students only doing two subjects had increased to 8. | | |

Seven boys in the 6th form had returned to school after having taken up employment. In all cases except two⁴⁹ these arrived after the term had begun. Four other boys had accepted employment but had decided, mainly because their 'O' levels had been better than they had expected, to return to school instead. The jobs which they had taken up, or had agreed to take up are shown in Appendix 3W4. The point of interest in this arises when the choice of study by these boys is related to the jobs they had. Five out of the eleven boys entered courses of study which were entirely unrelated to the jobs they had been engaged in or had contemplated. This is particularly seen with reference to the four laboratory assistants employed or to be employed by the I.C.I., two of whom went into the arts sixth, the other two although going onto the science side did not elect to study chemistry. Furthermore another boy who had been employed as an industrial chemist came back to school to take double maths and art with the intention of following a course on architecture at university.

This paradox in job choice and subject choice seems to support Carter's opinion that jobs are very frequently taken up in a very haphazard way. Fortunately those boys were able to rectify their mistake and thus they had benefitted from their work experience.

49. Two boys had actually been in employment for a year and had decided that for their particular aims full time study, including a university degree would be more advantageous in many ways.

Three of the boys who had been in employment also put their work experience to good use in that in all cases they had been employed in an architect's office and had become aware of the virtually impossible task of securing promotion or even qualifying. To them a full-time course leading to the award of a degree had been seen as the only solution.

PLANS AFTER 'A' LEVELS

When asked what they intended to do after 'A' levels (Question 4), 67% said they were intending to go to University, 15% were aiming for C.A.T.s or Colleges of Art, and 10% were expecting to take up jobs, (Appendix 3.W.5). Those going straight into employment were entering into journalism,⁽²⁾ banking,⁽³⁾ accounting,⁽¹⁾ and the civil service.⁽³⁾

Of those going to university and C.A.T. over two fifths (15) were going because of the vocational advantages afforded by a degree; almost one fifth because of the encouragement of their parents; almost one fifth because it was a part of the total educational process; almost one fifth because of an interest in the subject; only 1 student was going because of the influence and encouragement of the school. These results are similar to those found amongst undergraduates by Marris, (1964) but contrast to those of Smith⁵⁰.

50. G. Smith "Teenage Aspiration" an enquiry by the Sunday Times (27th Sept. 1959). This survey finds that three-quarters of the boys want to go to university to fulfil vocational aims. However this survey was concerned with a restricted group i.e. upper class boys at public and grammar schools.

The reason for the choice of course, by those going to university, was almost unanimously that of interest. One boy however chose a course for which he thought there would be fewer applications and therefore a greater chance of acceptance.

HOW WAS THE CHOICE OF INSTITUTIONS OF HIGHER EDUCATION ARRIVED AT?

Those senior sixth form students who were going to continue into further education were asked (question 5) how they decided upon the colleges/universities to which they had applied (Appendix 3.W.6). Of the 36 students involved 10 had chosen by rigorously studying the courses and the course contents at most universities, (Appendix 3.W.7). Five students arrived at their choices mainly on the accepted status of the respective institutions (Cambridge and London) - 1 student had Cambridge as his first choice followed by four others with "good names" according to the Sunday Times Survey of universities 1966, and 1 other as a "banker". Six others chose with reference to the advice from their teachers or student friends, whilst five more had virtually no choice since they lacked 'O' level subject essential for matriculation, in this case mainly Latin. One student who had no qualification in a foreign language was entirely restricted to C.A.T.S. in his search for higher education.

Other students chose apparently more irrationally: on a basis of geography, and the character, age and setting of the University rather than the courses. However the satisfaction of the needs implied by some of these reasons may play a significant part in the

life and success of the student whilst at college or university. Thus one young man selected only those universities which could accommodate a large proportion of its student members in halls of residence. One student had friends at "this place", another wished to go to a big city. One student based his selection entirely on the system of rejecting all those universities within 100 miles of home, and likewise rejecting all new universities (i.e. from Keele onwards).

Appendix 3.W7 shows how many prospectuses for university were read by students. The great majority consulted over 10 of these, and 7 students consulted everyone. In most cases⁽²⁶⁾ it can be seen that the students acquired their own copies of the individual university or college prospectus, eight students wrote away for some prospectuses and used others available in the school Careers Room, and only two students used the stock of prospectuses in school. In this respect therefore it was predominantly as a result of individual enterprise rather than efforts by the school which provided the basic information leading to the choice of university or college. This in itself is not a bad thing since the individual school cannot know everything about all universities. However some initial guidance or advice on the basis for choice may have been of benefit, even though the choices could not be termed as by Marvis (p.18) haphazard.

CONSIDERATION GIVEN TO CAREER

Although 39 out of the 42 senior sixth form pupils said they had given much thought to their future career, only 30 said that they had decided what they wanted to do (Appendix 3.W.8). It is noteworthy that only 3 out of the 21 science sixth had not decided whereas 9 out of 21 arts sixth were undecided and 6 of these were contemplating teaching as one of their alternatives. The total number thinking of teaching as a career from the arts sixth is therefore 9 out of 21, whereas only 1 student from the science sixth had such ^{an} intention.⁵¹ The students in the junior sixth showed a different trend despite the similar high number who had given much thought to their future employment (38 out of 41). Only 19 out of 41 had definitely decided upon their job aim, and of these the majority were students on the arts side (11) whereas 13 out of the 21 science students were undecided mainly because they lacked sufficient information on the range of careers open to them (Appendix 3.W.8). It is noticeable that the range of jobs presented is far more restricted than those aimed for or being considered by the senior sixth. No doubt the need to think about university courses causes many to adjust their occupational aims as they work through the literature that is available.

REASONS FOR JOB DECISION

When asked how they decided upon their jobs (question 8) the

⁵¹ Thus, confirming the fears for the scientist shown at the BSA meeting in 1967 where both the number and quality of teachers of science were commented upon as were means by which the shortage could be solved. Is this a case for pressing a national need rather than personal aims in vocational guidance?

great majority (53.4%) indicated the overwhelming importance of interests, (Appendix 3.W.9). Fourteen (42.4%) of the senior sixth students and 17 (68%) of the junior sixth students who were able to account for their career decision specifically mentioned the word "interest", and 9 (27%) others in the senior sixth and 3 in the junior sixth (12%) implied this by replies such as "it is basically outdoor work", "it is a practical job", "I want to help mankind and in a varied manner" and "I like children". Guy (1966 p.29) noted that interests were the most important feature in job choice. Four senior sixth and 3 junior sixth students decided on the same job as their father, saying that his interest and example had inspired them. Furthermore one student had been introduced to a sphere of work by his father and 2 had been influenced by other members of their family. Of the other reasons, personal acquaintance with those involved in a job, and having heard talks on these jobs, were the most important, again emphasising the effect of personal influence on eventual job choice.

One decision was unfortunately arrived at in a negative way in that the student could not think of anything else he might be able to do. Not surprisingly this chosen career was teaching, and was the decision of an arts student who, like a number of others, had entered into the sixth form to study for him the only possible combination of subjects. It seems that a number of those pupils

entering the arts side did so with very little prior thought and consideration about a career, or until after G.C.E. 'O' level results, of a course of study. Of this group a large proportion eventually drift into teaching courses⁵².

WHEN WAS THE JOB DECISION TAKEN?

The age at which some form of decision had been made about jobs varied predominantly between 15 years (4th form) and 18 years (senior sixth form) (Appendix 3.W.10). Twenty-seven of the thirty-seven sixth form students, who knew when they had made their decision, did so between the age of 16 and 17 years. Only four had recently made up their mind, and only one student had decided upon his career at a very early age, (because of his great interest and ability in music).

PARENTAL INFLUENCE UPON JOB CHOICE

Only three boys in the senior sixth had experienced conflicting advice and opinions from parents upon their career decision. The other 20 - i.e. those who had discussed matters concerning higher education and careers with their parents had come to an agreement. However 18 senior sixth students (43%) had not discussed these matters with their parents at all, many of them because they found their parents lacking the necessary experience and information, (see Guy 1966 p.21 & p.49). It is noteworthy that 14 of these boys

52. In fact of this senior sixth group (42)7 students compared with the initial 2 entered colleges of education.

were studying science subjects. A similar pattern was to be noted amongst the junior sixth. Two boys of this group were in conflict over career aims, out of 24 boys who had regular discussions with their parents. Seventeen boys (42%) however had few or no discussions. Again those on the science side constituted the majority of these (11). Only 5 students in the junior sixth and 4 in the senior sixth found that their parents were frequently encouraging their entry into specific jobs such as doctor, lawyer, architect, i.e. all well-regarded professional jobs. However in all cases their failure to influence was realised and accepted. Twenty-seven students said that their parents gave them much encouragement in their university aims, 2 however were fighting against the will of their parents in order to stay at school and their chances of higher education were very slim.

CONSULTATION WITH CAREERS MASTER

All except 5 students had consulted with the Careers Master. For most boys in the senior sixth (23) the consultation had taken place only recently, whereas 13 students had made initial contact in the fifth form and most of these (11) had subsequently consulted him (Appendix 3.W.11). The picture for the junior sixth is much different and indicates the growing acceptance by the boys of the value of the Careers Master. Of the 41 who consulted him, 36 had done

so during the fifth form and 16 of those had been to consult since they entered the sixth form.

The frequency with which the senior sixth students had consulted the Careers Master varied from one or two visits by 18 students, to between 10 and 20 visits by 8 students. In the majority of cases (23) the consultations had been purely concerned with aspects of higher education. The increasing importance of this is seen especially in America where the tendency is for the Counsellor to spend most of his time dealing with College Entrants (Lytton 1968). In 13 cases the topic of discussion had been jobs both in the immediate or distant future. Two students had seen the Careers Master on matters of both educational and vocational concern. The pattern shown by those in the junior sixth was much different. Already at that early stage 16 of the students had consulted over 4 times with the Careers Master. The majority had been concerned with jobs and job requirements. Altogether well over a half of this group had seen the Careers Master on at least one occasion. This again indicates the increased appreciation of the Careers work done in school. This fact has been well borne out by the increase in "clients" and in their number of "consultations" that have occurred in subsequent years.

The great majority of sixth form students (75) were satisfied with the help and information that the Careers Master had been able to give them. Only 1 was dissatisfied and 2 others thought that there could have been minor improvements.

The students were asked if they had any suggestions for improving the careers work of the school. A quarter of them (21) said that it would be advantageous for all pupils if they were interviewed at least in the fifth form. They thought that it would be better to make attendance at the interview compulsory since many boys are shy and would be unlikely to see the careers master, whereas once there they would appreciate the motives and work of the careers master.

Fifteen others thought that the work was so important and the need for it was so great that the job should be full-time, and should involve actual lessons with pupils from the 3rd or 4th form upwards, where subject choices in particular could be discussed and arrived at; many boys had bitterly regretted the peremptory way in which a choice of Latin or German had been offered to them in the 2nd form, and then a year later choices between Latin, German, music, art, chemistry and physics. Four students thought that one member of staff from the science side should be in the group of careers teachers, so that more valued and relevant advice could be obtained by students in the science subjects. Another student thought that the work would be better carried out by a Careers Officer, attached to a group of schools who had regular hours at each school, and who had all the necessary knowledge at his finger tips. But it would be doubtful whether a person such as this could supply the need of five of the students who

regretted the lack of information on the specific details or analysis of job rather than more information on necessary qualifications etc. Twenty-nine of the students were quite satisfied with the present system and could not think of any way in which improvements could be made. In most cases however these were students who already had made up their mind about their choice of job. Those finding some difficulty were the ones who could see where help was needed most.

SUMMARY

The most outstanding feature of this study is the great influence exerted by the family, especially parents, as a source of occupational information and, as a factor in both the choice of and the acquisition of a job. Unfortunately most of the advice from, and action by parents, even if it is well meant and concerned, is uninformed. (Carter 1962 p.39 & 1966 p.54, Guy 1966 pp.34,40,46). This fact prompted Musgrove (1966 p.49) to say that "the danger is not that parents are of negligible influence on their children, but that no other influence can compete in effectiveness". This problem certainly exists in West Hartlepool. There is, however, a less marked parental influence upon children at selective schools. Whether this is due to the school curriculum and organisation and the subsequent level of attainment by students or by a different type or class of parents is difficult to say,⁵³ but the reasons of the Grammar School sixth form for lack of parental influence and consultation is a reflection of the former. A decline of parental influence and probably an

53. Musgrove (1966) p.111 "Intellectual training and preparation for a career over-shadow all other instrumental demands and satisfactions" from selective school pupils.

increase of school influence was noted in the boys secondary modern schools. In particular there is a marked decrease from 1965 to 1966 in the number of boys hoping to do the same job as their father. However it is not possible to say to what extent this was the result of changing economic factors. Friends, were the most influential of people outside the family circle, particularly amongst the girls who predominantly seek companionship in their jobs. This source of information however is at least as uninformed as the family.⁵⁴ The limited industrial character of West Hartlepool may help to explain the importance of these sources of information; it certainly creates a problem for vocational guidance proper.

In general then the vocational guidance system based on the Y.E.S. and the schools is overshadowed by the family. To some extent this is the result of the two bodies themselves: extended work by the Y.E.O.'s is not carried out at all schools, and careers lessons are not a regular timetable feature of all secondary schools.⁵⁵ The effort and therefore influence of the system is unequally distributed amongst pupils. The influence of the teachers is

54. Carter (1962) p.111 "Children accepted unquestionably the value - judgements of others who were no better to judge than themselves".

55. Since the survey was carried out careers lessons and careers teachers are found in every modern school and extended vocational guidance by the Y.E.O.'s has been developed in most of these.

equally found amongst both modern and selective school pupils. However the influence of the school in general is probably much greater than many writers think because interest in particular school subjects is an important reason for choice of job for a number of school children. The fact that Careers Teachers were not mentioned by any children may be the fault of the lay-out of the questionnaire though there was scope for such expression in questions 5 (1965) and 4 (1966). This absence may reflect the lack of emphasis that is put on the post of Careers Master or Mistress within the school system. It may also reflect the fact that none of the people occupying such posts have had any specific training, and that although many people on the staff may be willing to help with or take charge of careers work, they may not have a personality suited to this work. The impression was obtained that such appointments were arrived at in a random rather than objective manner. (Tables 3.1.)

The limited influence of the Y.E.O. is basically a reflection of the lack of regular contact between the officer and the children although there is regular contact with the necessary staff. Now more extended vocational guidance activities are being carried out by the Y.E.O.'s but their effective influence depends upon greater efforts in this field. It is only by increased personal contact that the Y.E.O. can be regarded as a human being and not as an "institution". The fact that a quarter of fourth year pupils

instanced the Y.E.O. as a source of information is quite surprising considering that in general the children meet the officer briefly on only two or three well spaced occasions. If these meetings were increased in number the impact of the Y.E.O. may similarly increase. Placements by the Service are low, especially amongst the boys. This is probably because the vast majority of pupils do not understand the function of the service⁵⁶. According to most boys the advisory capacity of the service has the most important function, but only when they themselves were unable to obtain a job did they think the Y.E.S. would be able to play a positive part, ("and they will get us fixed up with a job if we can't find one").⁵⁷. This attitude of using it as a last resort by the potential clients of the Y.E.S. unfortunately is paralleled by the Employers in that, by and large, only the smaller firms and shops use the Service as a means of obtaining their labour force unless the aim is merely to obtain unskilled labour. Thus a vicious circle arises as a result of the low opinion of the Y.E.S. by the general public, as well as by its two potential sources of clients (Carter 1966 p.166).

Literature, in the form of books, magazines and pamphlets, are a significant source of information, but the greater importance of this source amongst Selective school pupils may be a reflection of the influence of school subjects rather than of specific

56. Carter (1962) p.170: "The Y.E. Service is not making clear to children what its aims are."

57. Boys at ~~two~~ schools were asked to write what the Y.E.S. & Y.E.O. did for them.

occupational literature, although this literature is of the sort which describes the sort of jobs which selective school children get. The availability of literature in general is manifold, but often within the individual school much is locked away in cupboards from one week to the next. The standard and quality of the literature is often of grave concern. Many pupils complain that they cannot find out what the "every^yday" activities of jobs are. This was even a complaint at the Careers Convention where even representatives of industry and commerce failed to touch on the most important, if commonplace aspects of jobs. One particular piece of literature "The Northern Daily Mail" is a very important factor in the acquisition of jobs. Many young people expressed their intention of using its advertisement columns for that purpose. The paper does help considerably with the work of the Y.E.S. by advertising its functions and publishing articles on its' work.

Despite the impact of the Careers Convention upon those attending its relative importance is small at the moment because of the low attendances. Great consideration therefore must be given to holding this function within the school day. Minor features of procedure and organisation are slowly being ironed out, and improved.

Works visits are not nearly so effective as would be expected. The lack of emphasis given to these by the pupils may indicate that some improvements of the present system are required. The ideal

solution, that of "Work experience" has been tried in varying degrees by a number of schools (Chapter 2) and has proved to be highly satisfactory. However general extension of such a system raises many problems, none so thorny as the legal ones.

An important feature is the considerable differences in reaction to questions 16 (1965) on the sources of information of young people in West Hartlepool compared with those young people in Veness' survey. Apart from a far greater importance of brothers and sisters locally all the sources marked by an asterisk in Table 3.1 are less important. Generally young people here are more influenced by the family than those in the South.

The fact that interests play a motivating part in the choice and acquisition of certain jobs is illustrated in this study (Appendices 3.C & 3.H., Table 3.11. and the section on the Sixth form in this chapter), and in many carried out in the U.S.A. Super (1949 p.218-224) has stated that vocational interests have a more stable character at about 15 years of age. This is the age at which the vocational guidance system begins its work in West Hartlepool. Is sufficient use made of the interests of the pupils as a basis for guidance? Could careers work lower down the school beneficially affect the development of interests, since all indications at present are that vocational interests are obtained or developed within the framework of an uninformed and often biased

background of the family and friends.

The aspect of interests will be returned to later in Chapters six and seven. The following chapters, four and five, deal with the general development and acceptance of vocational guidance practices in Britain and abroad. The provision in West Hartlepool can then be put into a general perspective.

CHAPTER IV

DEVELOPMENTS ELSEWHERE IN BRITAIN

The work of the schools and the Y.E.S. in West Hartlepool has been described earlier, together with a study of certain reactions to this work by young people. To what extent is the vocational guidance provision in West Hartlepool typical of, or different from that in other areas?

A precise answer to this question is impossible but, in this chapter, by reference to certain government publications, and to other relevant material from L.E.A.'s and the Institute of Y.E.O.'s, an attempt will be made to present a picture of careers work in this country.— a picture composed of the activities of enlightened and progressive L.E.A.'s, i.e. the current best practice, tempered by gloomy reactions from elsewhere. Too often, it seems, government publications and statements concerning careers work, both nationally and internationally, paint a picture that is far from true.¹

A report ("What is happening to prepare young people for employment?") of a survey in the spring of 1963 by the Institute of Y.E.O.'s sums up and endorses the reactions of a variety of enquiries into the present system of careers preparation by stating that "the present system of preparing pupils in schools and students in colleges for adult working life is demonstrably inadequate"².³ R.M. Prideaux

1. D.E.S. (1965), Reuchlin (1964) pp.XLVIII, & I.B.E.(1963)XVI et.seq.

2. This reaction is echoed in the Young Fabian Pamphlet (1966) "The Youth Employment Service."

3. It is still necessary for frequent pleas for full recognition of the status of careers teachers. The most recent one was by the Joint Four in October 1967. (I.E.S. 13th Oct. 1967.)

applies the criticism to education in general when he talks of "the crass inadequacy of much that passes for education. My own opinion is that a future generation will look back with wonder and horror at the mental cruelties we have in our ignorance perpetrated upon the children of the 20th. Century" (Palmer 1965).⁴

There are still in some areas selective schools which do not allow access to the pupils by the Y.E.O. Indeed, it is only since 1967 that the High School for Girls and the Technical High School for Boys in West Hartlepool have granted such permission. In many schools in Britain, where the Y.E.O. is allowed access, this is only for the general introductory talk, and not for individual interviews. Instead, the children requiring such interviews must attend at the Y.E. Bureau after school. This is the case locally for pupils of the High School for Girls. This restriction undoubtedly inhibits many from taking advantage of the Y.E.S. It would seem that generally the working relationships between the Y.E.S. and the selective schools are weak.

This factor in itself implies that the Y.E.S. nationally deals with a very restricted range of jobs as well as a restricted range of clients. However since this ^{survey} began there have been many indications that this failure is being rectified by both the schools and the Y.E.S.

4. Arguments expounded by Palmer are adequately supported by Hankins (1966).

The latter in particular have shown an awareness of the problem by increased staff appointments in the form of Careers Advisory Officers (C.A.O.'s).

The already restricted influence of the Y.E.S. referred to above, is even more limited by the fact that in many secondary modern schools the service functions only in the form of providing an introductory talk and a brief, and frequently ineffective, interview or consultation (Carter 1962 and 1966). Partly as a result of this the general tendency is for kinship or peer groups to be the major sources of information and influence upon eventual job choice.

Apart from the limitations imposed upon the Y.E.S. by the schools themselves, are those of existing adverse local or regional economic conditions. In many areas, especially in the North (this was strikingly seen locally in 1962-3), the Service degenerates merely into a job filling agency.

Despite the fact that the contact between school children and the Y.E.O. is limited in many schools, there are many schools which also lack their own careers information and guidance programmes. Not all secondary schools possess careers teachers, furthermore very few of these teachers have experienced any training relative to their jobs. Even fewer schools make provision for this work within the timetable, or provide any time or facilities for administrative work.

There seems to be every indication that the post of careers teacher experiences a rapid turn-over and that few teachers keep it for more than 3 - 4 years (Jackson 1968 p.6), before it is passed on to another willing but uninformed member of staff.

The position then is unattractive, and much work that is carried out is apparently ineffective. However as Jackson (1968- p.8) notes the present vocational guidance system within this country apparently 'works' because,

- (a) "the majority of pupils have been educated so as not to expect a wide vocational opportunity"
- (b) "for all pupils a large amount of guidance and information flows along kinship and other networks"
- (c) "the successful minority receive just enough to keep them satisfied"
- (d) "the education system is itself 'deciding' for individuals in the gradual and barely-perceived way".

It is in this context of general inadequacy that the programmes and systems described below should be considered. Why should these schemes be so small in number in this country and yet appear to be commonplace in other countries of the world? If some L.E.A.'s, as a whole, can organise effective schemes, it cannot be merely a lack of money. Is it, as Prideaux says, a lack of knowledge?

This shortcoming has been appreciated only recently by some researchers who have been confronted with the problems of general education for the majority of our children, and the specific problems of adjust-

ment to and training for industry. The problems and the facts were presented in the reports, "Half our Future", (Newsom Report 1965), and "Forward from School", and in the recent Industrial Training Act (1964). The implementation of this Act will result in the setting up of a comprehensive induction and training scheme for every branch of industry and commerce.

It would seem that at last some of those concerned with education, particularly its organisation and development, have become aware of inadequacies in the system. This is manifested by the publication "Careers Guidance" by the Department of Education and Science (1965) and, more recently, by the booklet "Counselling in Schools" (Working Paper No. 15 Schools Council 1967). The following description and comments reflect the activities and aims of those who are in the van of educational and industrial thought. Most of the schemes described have been in operation for six, ten or more years, and were only given their first general publicity by the Newsom Report.

BIRMINGHAM, WARRINGTON & PRESTON

The most obviously progressive work is seen in three L.E.A.'s - those of Birmingham, Warrington and Preston - where for over 20 years, and even longer in Birmingham,⁵ standardised psychological tests have been used as an aid to advising and guiding students into jobs and forms of further education. These schemes were introduced with the

5. Hunt, E.P. & Smith P. (1944).

help of the National Institute for Industrial Psychology⁶.

All these authorities are highly satisfied with their systems, and say that the test results obtained give a fuller picture of the individual, therefore making guidance easier, and more effective.^{7 8}

All three authorities use similar tests, supplied by the N.I.I.P.

TABLE 4.1

| WARRINGTON & PRESTON | BIRMINGHAM |
|--|--|
| Intelligence (70/23)+ 18mins. | Penrose Pattern Perception Test+ Forms relations test & spatial reasoning |
| Spatial (G.T.81) 15mins. | Spatial (G.T.81) |
| Vincent's Mechanical* 22 mins. | Vincent's Mechanical*s |
| Arithmetic (R) 10mins. | - |
| Verbal (Slater) 15mins. | Verbal G.T.33 |
| | Verbal G.T.36 |
| | Clerical G.T.20 |
| Clerical (G.T.25) 22mins. | Clerical G.T.25 |
| Total time - Girls 80 mins. | |
| Boys 102 mins. | |
| + Both non-verbal intelligence tests | |
| + Boys only | |
| s Both modern & selective schools tests. Red - Selective school tests. | |

6. Reeves J.W. & Wilson V.W. (1949).

7. However T. David, in his article "Castles on the Ground" Youth Employment Vol. XVI No.2, thinks that any present day Y.E.O. could "drive a coach and horses" through the conclusions of the Birmingham Report (1944).

8. Surprisingly, despite its pioneer work in vocational guidance, and the provision of an apparently well-developed and efficient service, Birmingham has recently offered to hand over the Service to the D.E.P. (Argus (Civil Service) August 1968 p.238).

Is this a result of staffing problems referred to earlier (Chap. 2) when Hartlepool decided to keep the Service in the hands of the Dept.? Birmingham requires a staff of 85, half of these being above clerical grade in the Department.

The tests are administered by the school staffs, whose careers teachers have been trained in such work, although at Preston the Y.E.O. admitted that now there were people administering the tests who had not been specifically trained, and that a new course for this purpose was to be arranged in the near future⁹.

Throughout, the authorities at Preston, Warrington and Birmingham have stressed the developmental aspect of their work, believing that sound vocational guidance is possible only on a long term basis and in a situation where there is full co-operation or teamwork amongst all those actively interested and involved in such work - Y.E.O.'s, teachers, parents, doctors, industry and commerce, and the pupils. Since they believe the child must contribute towards the vocational decision reached he is given an opportunity to discuss privately with the Y.E.O. before any decision is made or placement undertaken¹⁰. The parents are invited to the afternoon conference, which is also attended by the Y.E.O. careers master and the pupil.

These authorities have also laid emphasis on the fact that advice on jobs should be considered not only in the light of individual development, but also in relation to opportunity, as for example, there are distinct limitations in Preston and Warrington for those

9. This was made known to me in April 1965, but no action had been taken by October 1967. Therefore complete standardisation does not exist

10. The sorry state of affairs when parents, head-teachers, and Y.E.O. arrive at a decision independent of the child is illustrated by L. Paul (1962).

pupils seeking professional and artistic careers. Therefore, considerable stress is laid on an outline of local employment possibilities in the careers lessons. The Y.E.S. supplement this by making available results of job studies which were carried out in the initial phase of introducing this scheme, and which have been extended over the years. The jobs are classified in two files;

- (a) The individual firms and their departments
- (b) Job cards arranged alphabetically under the main and sub-headings of the following classification:

PRACTICAL

- 1. Skilled
- 2. Semi-skilled
- 3. Routine

SOCIAL

- 1. Sales
- 2. Personnel
- 3. Professional

CLERICAL

- 1. Professional
- 2. Skilled
- 3. Routine

In both Preston and Warrington the Y.E.O. begins to play a part in the modern schools four terms before the pupil leaves. During this period he will give an introductory talk on the problems to be faced in deciding upon a job and the part that the Y.E.S. and the school can play in helping in that decision-making process.

It is at this stage that the careers master begins his work. His "indispensable work" is acknowledged by the Y.E.S.¹¹ In order that the Careers master may carry out his work effectively he is allotted, both in Warrington and Preston, between 75 and 150 mins. per week which can be devoted to organising his work. This work is of a varied nature. Apart from planning a syllabus for the careers

11. Annual Report of the Y.E.S. in Warrington.

lessons, he organises and makes use of B.B.C. T.V. and Radio programmes, works visits and careers exhibitions or conventions.

In Preston careers exhibitions are held at a number of accessible schools throughout the year. Over 50 occupations are represented for the secondary modern pupils and about 35 for those at selective schools. In Birmingham, careers conventions are held throughout the year for different school groups. During term-time evening conventions designed for the secondary-modern pupil are held. For example, during each term about 20 jobs will be high-lighted at four or five different centres within the city, so that travel is reduced, but also the chances of being able to attend the talk and discussion on the jobs in which a pupil is interested, are increased since it is repeated at different centres on different nights. Usually at Christmas, the convention or careers week is held for the selective schools. During this week over 50 different careers are presented.

During the period between the 4th. term before leaving and the beginning of the penultimate term the school record cards will be completed by the school staff. Before completion the children will have undergone the tests listed above. The intelligence test is taken first, early in the third term before leaving, so that the results of this can be related to school attainment tests enabling in time, the possibility of preventing a pupil from developing too great an enthusiasm for work much below or above his capacity.

During the last term the Y.E.O. receives the record cards, together with a medical report, and the preferences of parents. Then the Y.E.O. has discussions with the careers teachers¹² before seeing the individual pupil alone. In the afternoon of this period the Y.E.O. then goes into "conference" with the pupil, parent and teacher, with the aim of deciding or agreeing on a type or range of jobs.

It would seem that the "conference" is more effective at Warrington where there is a turn out of well over 80% of parents, whereas in Preston the average is only about 50%. There would seem much to be learned from Warrington about developing parental interest and active participation in this process, since this 50% proportion is more typical of conditions elsewhere in the country.

In the majority of cases at Warrington agreement is easily reached, the remainder only after a very long discussion. In very few cases was no agreement possible¹³. It has been noted that nearly all pupils eventually take up employment of the kind that was suggested although about a quarter of the boys and one seventh of the girls do not enter work strictly related to that initially recommended. This is mainly the result of a person accepting a routine job "with prospects" rather than obtaining the skilled job advised on. Only a very small number take jobs in an entirely different category to that recommended. Over 60% of school leavers are placed in their jobs by the Y.E.S. (c.f. West Hartlepool).

12. In Preston, since 1963, they have been renamed "Educational and vocational Guidance Teachers"

13. This was the case with three boys in 1965.

The follow-up procedures are similar to these elsewhere in both design and effectiveness. In both cases a survey is made at six months and then two years, after obtaining employment. In both areas the response was ^{above} average, e.g. in Warrington 44.6% of the 595 invited to the Open Friday evenings replied by letter in 1964 and 26.83% presented themselves personally¹⁴. In addition 495 other young people came in response to the general open invitation given to them in the school talks.

To run such a service the staffing ratios obviously need to be much higher than normal, for example, at Preston, which has 1800 school-leavers a year, the staff consists of 1 chief, 1 deputy and 2 assistant Y.E.O.'s who have the assistance of a staff of three clerks. Despite the high cost that such an ample staff entails the authority is highly satisfied with the system they are running.

The scheme also necessitates a high degree of co-operation between the Y.E.O.'s and the careers staff of the schools. This has become possible by the fact that careers teachers who receive a special responsibility allowance have been timetabled two 75 minute periods per week to enable them to administer their careers work.

The schemes described above are typical of vocational guidance in Britain. They were, in 1965, the only authorities to have

14. These figures are much higher than those at West Hartlepool for the same period, (and for the country as a whole). See Table 2.3 & 2.4.

permanently adopted testing as an integral part of vocational guidance work. However, during the last few years there has been generated an interest in, and an increased demand for, such testing procedures, (curiously almost in inverse proportion to the demands for the abolition of the 11+ tests)¹⁵. This renewal of interest is seen in experimental situations being studied in Inner London, Manchester, Edinburgh, Fife, Portsmouth, Worcestershire, Hertfordshire and Essex¹⁶ and in the recent adoption of tests in Hull¹⁷.

Essex has been carrying out a pilot scheme of Psychometric testing for over one year (1966) and in the interim report that the county authority presented they stated categorically in the first sentence that "the value of psychometric testing for vocational guidance has already been established". This scheme of testing, under the aegis of the Y.E.S. with the approval of the C.Y.E.E., was carried out in the summer of 1965 throughout the county; one selective school-fourth year pupils- being sampled from each administrative region.

Within the limits of the pilot scheme it has been shown to the Education Authority that the system is a practicable possibility. However the authority appreciates the increase in professional staff that this would involve, although they think that the institution

15. Reuchlin F. (1964) He regards the "11+" in Great Britain as part of a "Guidance" procedure.

16. Information from C.Y.E.E. May 1966.

17. Information from N.I.I.P. May 1966.

of a team of testers at technician level may be able to undertake the work of administering and scoring the tests, leaving the interpretation of them to the professional advisers.

The tests used were the General Ability Tests of the Morrisby Differential Test Battery¹⁸ and the Rothwell Miller Interest Blank, this latter being an addition to the scope of testing compared with Birmingham, Warrington and Preston. However in the last named authority the possible advantages of using a test of vocational interests is being explored by a graduate of Manchester University, as part of his studies for a higher degree.

In this first year in Essex the tests revealed in some cases "a potential level or range of ability which had not become apparent in school and which led to useful discussions with heads of schools. Further improvements were noted, which stemmed from introducing tests of an objective nature but which cannot be attributed to the tests themselves: they seemed to be rather a reflection on human behaviour. The Y.E.S. staff spent more time in preparation of vocational guidance interviews and worked in closer co-operation with careers teachers, who apparently filled in the report cards with greater care and efficiency knowing that their statements would be compared with the test results.

18. Apparently there is very little available information, apart from a tape-recorded interview with the author, on the construction, reliability and validity of the Battery.

This scheme therefore can be said to have been successful in that it has shown the advantages of increased objective information associated with the increasingly meticulous and co-operative work of the Y.E.O. and the careers staff.

STOKE-ON-TRENT

The city of Stoke-on-Trent has taken vocational guidance a step further than the above authorities, by adopting, in September 1966, in all its comprehensive schools, a counselling system similar to that used in many High Schools in the U.S.A. and Sweden.^{19 20 21} This system has been adopted following the recommendations of the Education Committee which sent delegates to study the conditions in both these countries. The guidance system here will be far more all-embracing, dealing with vocational, educational and personal problems. It is hoped to facilitate this by improved and more frequent contacts with parents, by using standardised psychological tests both for group and individual purposes, and in particular by employing people trained specifically for this job.

19. "American Journey" Report of the Education Committee of Stoke-on-Trent, 1963.
20. "Visit to Sweden" Report by the Chairman of the Education Committee, the Chief Education Officer, and the City Architect, Planning, and Reconstruction Officer, Stoke-on-Trent, 1965
21. More recently other L.E.A.'s have decided to appoint counsellors, or have discussed the possibility of such appointments e.g. Stockport May 5th Times Educational Supplement 1967 p.1529.

In the Report "Visit to Sweden" the Committee made a particular note of the fact that the Counsellor taught "only 4 or 5 periods per week". If Stoke is as generous to its counsellors the new scheme will have every chance of success. The authority sent a member of staff from each school to the counselling course at Keele University.²²

It would not be an overgeneralisation to say that the aim behind the introduction of such a scheme is fundamentally social; the underlying philosophy is to produce better citizens, not necessarily higher academic attainment²³. This aspect is stressed by Gill who is in charge of the counselling course at Keele²⁴. However apart from the social and personal benefits which he thinks will accrue he also emphasises the part that counselling can play in improving the economy of the country by helping to use the ability of our people to the full, by bringing to the notice of children, training courses and jobs of national importance but which are relevant to their capacities and inclinations. As far as he is concerned such educational and vocational guidance cannot possibly be separated from personal guidance.

The development of the system in Stoke will be watched with great interest by all those concerned with the education of young people in all its aspects - academic, social, personal, and vocational.

22. A similar course is run at Reading University.

23. "Visit to Sweden" p.11.

24. "Counselling in Schools" (1967) p.8.

A further advantage of this scheme is that it is part of a planned programme embracing comprehensive education, and an attempt to introduce and develop teaching by means of individual learning techniques. Thus the scheme will be developed in the context of a system of education that will, in time, be general throughout the country, rather than in an existing but moribund system. The findings therefore will be relevant to educational conditions of the time.

The appreciation by the local education committee that more than vocational guidance is required, is a pioneering step in this country. Much has been written, especially in the U.S.A., on the need for guiding the "whole" person.²⁵ Certain surveys carried out in Britain have supported this need (Hankins 1966).

The booklet, "Counselling in Schools" (1967) contains a section on the reactions of head teachers and counsellors at seven schools in the Midlands. One may undoubtedly assume that one, and perhaps all, of these schools are in Stoke-on-Trent, and thus a picture of the success and problems of the new role of counsellor may be obtained. In general however one is left with the impression that not only is there a need for such a role - in fact in most cases the counsellor has been unable, through a lack of time and secretarial help, to cope with all the demands on his services, - but also that the personnel immediately connected with it - teachers, pupils, parents, and social workers - (para. 47), have accepted counselling

25. Barry, R. and Wolf, B. (1965) particularly stress this need.

warmly and are realising the essential part it can and must play in the curriculum of schools today. Although there are marked variations in the counselling aims and procedures in each of the schools contributing to the report, especially in the weight which is attached to vocational matters, it is noted that half of them specify the general use of interest testing in this sphere. Where little actual vocational guidance is carried out by the counsellor it does not indicate that such a concern is disregarded. Instead this work is left to the careers teacher(s), a situation found frequently in American High Schools. However, there are signs that vocational guidance is often ignored in many schools which have a general Guidance programme (G.C. Wrenn 1966).

The major criticism by the counsellors is of the dual role they are frequently asked to play, i.e. of teacher/counsellor. They are convinced that this role creates conflict for both themselves and the pupils. This conflict arises from the fact that teaching is essentially a directive activity whereas generally, and especially in the U.S.A., counselling adopts a non-directive approach, i.e. decision-making is an individual task, the counsellor helps mainly by listening; his role is that of a confidant. It is imperative that such a problem should be considered thoroughly in the near future. If this is a genuine grievance which is restricting the effectiveness of the service the necessary steps should be taken.

THE UNIVERSITIES AND COLLEGES OF EDUCATION

In 1965 Keele University instituted a course, financed by the Gulberrkian Foundation, in Counselling and Guidance in which fourteen teachers participated. As mentioned above, the training for this course involved aspects beyond the merely vocational. Personal, emotional, educational and remedial aspects are considered to be an integral part of the work of the counsellor. That is, he should play a large part in ensuring that education is realised as a process involving the whole personality. Training in testing procedures play a large part in the course. However Gilbert Wrenn, who was at Keele in an advisory capacity in the initial year said that Britain should take advantage of America's experience. She had learned the hard way that too many tests can be given, as well as too few²⁶.

Apart from the Universities of Keele, and Reading, other universities are developing an interest in the problems of vocational guidance. In 1964 a Vocational Guidance Research Unit, financed by the Gulbenkian Foundation and the Social Science Research Council, was set up at Leeds under the direction of Dr. Daws, who had previously been at the University of Edinburgh, where similar work had been carried out by McMahon. Daws is particularly concerned with attempting to measure the personality and motivational variables in order to provide a more objective view of individuals through the

26. "Training to Counsel" 14th Jan. 1966 Times Educ. Suppl.

medium of psychometric testing. He is also concerned with the problem of the "middle-class attitude" which is found amongst teachers and Y.E.O.'s, the result of which is that certain jobs, which he terms "contest mobility jobs" are rarely mentioned or presented; jobs such as 'bus conductor, all-in-wrestler, croupier, assistant in a betting shop'.

In this he is supported by Floud, who says that teachers "may demand assumptions about life on the part of their pupils which are in fact 'middle-class' assumptions; that life is one long progress towards ever-deferred gratifications; that the present is always at a discount and the future always at a premium; that one must always have a career rather than a job; that the popular pleasures purveyed by mass media are at the best worthless and at the worst sinful²⁷.

Apart from these specific interests of Daws the basic aim of the Unit is to meet the research needs of the Y.E.S. of the Leeds area. In this respect work being carried out by the unit is under the following heads:

- (a) What are the present and foreseeable needs for juvenile labour and skill in this area?
- (b) What are the factors in the home, school and locality that affect job choice?
- (c) What satisfactions do school leavers seek through their work?

Work similar to this is being carried out at the Universities of London and Manchester where in particular the relationships between

personality and industrial activities are being sought^{28 29}. More recently, 1967, a full time course in Guidance Counselling has been developed at Manchester.

Little however seems to be done at the moment in actually presenting to teachers in training an essential understanding of the need for vocational guidance, and ways and means of using it more effectively. Too much time and effort is devoted to subject ~~teaching compared with~~ psychology and sociology which lie at the heart of guidance. Yet the role of the teacher in guidance work, is emphasised by the recent publication from the Department of Education and Science³⁰. Teachers - and pupils - surely deserve better guidance than the booklet can give.

It appears that few universities or training colleges³¹ present vocational guidance as an integral part of their course in teacher training, though an increasing number have such a course as a special study³². Such courses are offered by the Universities

28. Veness, Rodger, and Miller at London.

29. Wiseman and Warbuton at Manchester.

30. "Careers Guidance in Schools" (1965).

31. This statement is based on a study of the Prospectuses of Universities and Colleges of Education 1967.

32. A series of week-end courses are run by the Huddersfield Technical Teachers Training College for people in schools, colleges and industry, particularly in the uses of psychometric tests.

at Exeter³³ and Durham, and by the Colleges of Education at Edge Hill (Ormskirk), Kirby Field, (Liverpool)³⁴, St. Bede and Nevilles Cross (Durham) and at Chester³⁵. Furthermore 11 Colleges of Education offer Youth Leadership courses which contain much that is relevant to a counselling course³⁶ and Bingley offers a Teacher/Social worker course.^{37 38}

A further means of training is found in the form of the independent enterprise of bodies such as A.C.E. & C.R.A.C. which run residential courses for careers teachers. Similar short courses on Vocational Guidance are organised by the D.E.S. That places on these courses are very quickly taken is a reflection of the growth of interest in vocational guidance, and of the need for training both existing and intending teachers.

33. Both Exeter and Edge Hill have had advertisements for staff to develop or continue vocational guidance courses. Exeter University is now starting a full-time course in vocational guidance, (para. 29 "Counselling in Schools"). According to C.R.A.C. Vol.2 No.2 1967 the University college of Swansea has plans to start a course for school counselling shortly.
34. This is offered as a subsidiary course, (Handbook of Colleges and Departments of Education 1968, Methuen 1967).
35. From personal knowledge it can be said that such courses do exist here. How many other colleges are carrying out such work of which there is no general record?
36. "Counselling in Schools" para. 52.
37. Handbook (48).
38. A list of all colleges offering social science, social work, social studies and sociology is given in Appendix 4A. Although these may not deal for a large part of the course with counselling, or, more specifically with vocational guidance, there is a distinct possibility that in relating these studies to the educational sphere that reference to such activities and the needs for such procedures will be made. This in turn enables subsequently the more ready acceptance by the teachers of such publications as "Counselling in Schools", "Careers Work in Schools".

One interesting project concerned with the use of psychometric tests, and essentially with educational and vocational guidance, is that proposed by the Committee of Vice-Chancellors and Principals. The committee is developing a research team to design an aptitude test for University and College entry. This should be available by about 1970.

The areas carrying out the most advanced research into vocational guidance, and those running training courses in the techniques of guidance have been described above. The small number of such institutions, and of workers and qualified persons produced (about 80 p.a.) is an indication of the backwardness of the country as a whole. This picture is in marked contrast to the expressed self-satisfaction manifested in "Careers Guidance in Schools", which contains no mention of psychometric testing, presumably considering it to be either worthless or an expensive and time consuming luxury.

However there are individual schools outside those areas, previously mentioned, which follow a similar pattern of vocational guidance procedure. One such school is the Queen's Park Secondary Modern at Brighton³⁹, which uses tests, two of which are identical to some of those used in Warrington, Preston and Birmingham, namely Group Test 70/123 and Group Test 81. The other two tests used by the school are Group Test 33B, which is a verbal intelligence test in

39. Millthorpe, R.J. "The Brighton Experiment" Times Educ. Suppl. 25th Feb., 66

5 parts, and Group Test 20, which is a clerical Test, used only with 'A' stream boys and those who specifically request to do it. The school has found such tests are useful, not only for careers work, but also in advising parents and pupils on further educational studies.

Though reports of work such as that carried out at Queens Park have been rarely found in recent years, with the increasing interest shown in careers work in recent years, reference to schools using more varied methods of presenting careers information are more frequent⁴⁰.

The existence of such well developed vocational guidance courses in schools is growing more extensive both numerically and geographically. This is instanced by the intake of students to the course at Keele during the past two years. Furthermore according to the booklet "Counselling in Schools" students who successfully complete the course at Keele or Reading usually obtain relevant jobs at Head of Department Level, grade B or C. However a close scrutiny of the 'jobs vacant' columns in the Times Educational Supplement over the past two years has shown very few signs of the existence of such positions.⁴¹

40. "Careers Guidance in Schools" pp.20-29, and Times Educ. Suppl.

41. Only two such advertisements have come to the notice of the writer this year, the more recent being for the post of Counsellor, Sept. 27. 1968 - Stoke-on-Trent.

TRAINING AND QUALIFICATIONS OF STAFF

SCHOOLS

It is impossible to give any reliable estimate for schools, since a national study has only recently been undertaken by the C.R.A.C. and the N.U.T. However from references previously made to sample surveys the numbers of careers teachers is regarded as being inadequate and those which have received any training such as that offered by the D.E.S. short courses will be negligible in number. However the number will slowly increase as more students who have followed full-time counselling courses, or who have made special studies of vocational guidance during their teacher training year enter into schools. Furthermore there are an increasing number of existing careers teachers who have benefitted from short courses run by independent bodies or by local agencies, in particular from the increasingly widespread "works experience" schemes.

Y.E.S.

With respect to staffing, the Services at Preston, Warrington, and Birmingham are exceptional for those run by L.E.A.'s in that all the Y.E.O.'s are fully trained or have participated in an introductory training scheme run either by the C.Y.E.E., or by the L.E.A. itself as an "in-service" course. In general less than 30% of all L.E.A. Y.E.O.'s have received more than four weeks training, and only 14.2% have obtained the Diploma in Vocational Guidance - a qualification

which became available only in 1950!. These two facts are a condemnation of the whole system of Youth Employment Work and in particular of the attitude of the L.E.A.'s to the importance of this work. In this respect it is understandable that more refined techniques of guidance are offered by so few authorities since not only is an appreciation of their value lacking but so is the trained personnel to administer them.

Although the newly instituted training measures for the Y.E.O.'s working for the D.E.P. ensure that, unlike those areas where the Service is run by the L.E.A., there is no person involved in the Y.E.S. Section without some form of initial training, the maximum length of training is limited to three months. This seems to be very short even when the "experience" of Grade 5 officers⁴² is taken into account. The fact that the personnel of the D.E.P. differ from those of the L.E.A.'s in that the former are selected from those versed in employment work and the latter are recruited too often without any prior experience, seems an insufficient basis for demanding a considerable difference in the required training period, (for the latter it is one year).

However, it must be remembered that the Y.E.O.'s of the D.E.P. account for only 14% of the total number of Y.E.O.'s and that almost two-thirds of the total number of Y.E.O.'s (65.6%) had received less⁴². i.e. those at the Executive Level within the Department.

than four weeks training⁴³.

AIDS TO GUIDANCE WORK

Careers information is available in many forms. These media and the use made of them will be considered separately.

LITERATURE (books, magazines, pamphlets).

As stated earlier the range and number of careers publications available is very large and is increasing rapidly. Apart from material produced by the C.Y.E.E., ("Choice of Careers") there is a vast amount of material from industrial, professional and commercial organisations, from established publishing companies, and more recently from independent bodies such as the N.U.T., A.C.E., C.R.A.C., and the Careers Index.

These last organisations have realised that there are shortcomings in the existing system of careers information, and they have attempted to alleviate these. Unfortunately they have added to the chaos in so far as they have played a part in the tremendous increase in the volume of publications which threatens to engulf the careers teachers in paper. However to some extent the recent classification system promoted jointly by C.R.A.C. and the C.Y.E.E. has helped to solve or ease much of these particular administrative chores and problems of careers teachers.

Careers literature is undoubtedly the most effective way of presenting careers information to a wide range of young people, as

43. Albermarle Report (1965). paras. 145 & 164 and Appendix III.

has been demonstrated in the previous chapter. Pamphlets and books can be recommended to suit individual capacities and interests, whereas T.V. programmes, films and radio, and to some extent, careers conventions have a limited appeal in that by catering for large groups at one time many individuals will be unwilling members of the audience.

It is in this capacity for meeting individual needs that the careers library can be exploited well in engendering, and maintaining an interest in particular occupations. In this case the classification system can be explained to pupils and related to previous attempts made, within the guidance system, to assess, subjectively or objectively, their abilities and interests.

Careers literature however is not produced only for the benefit of the children. Much is written specifically for the careers teachers, or is appropriate to their needs. But an attempt on their part to keep up to date - with articles and reports of special interest - requires them to scan ~~regularly over~~ forty periodicals and journals⁴⁴. To facilitate selective reading the University of Reading, in conjunction with the N.F.E.R., is hoping to provide an annotated index covering all these⁴⁵.

RADIO, T.V. & FILMS

These are widely used in schools, especially the T.V. programmes "Going to Work". They have the advantage of use with a very large

44. "Counselling in Schools" para.66.

45. Information confirming this applied for to N.F.E.R. - still awaiting reply

group of people and of simulating work conditions, but the major criticism of them is that they do not cater for every individual need nor do they necessarily deal with the type of work found within a particular area.

Since many school leavers are unwilling to leave their local area, there would seem to be a case for increased ^{use} of local radio stations and closed circuit television for assisting vocational guidance work. Furthermore, one gets the impression that too often the radio, T.V. and film is used more as a substitute for a well developed careers guidance programme rather than an adjunct to it.

Pamphlets, books, radio, T.V. and films play an essential part in the normal careers lessons, but their influence is not restricted to their use in school hours, nor to material specially written for vocational guidance purposes. The following aids are usually specifically presented to the children for the particular purpose of careers guidance, and so their influence and use is probably easier to assess.

CAREERS CONVENTIONS & EXHIBITIONS

The most common of these media is the careers convention. This is sometimes arranged by individual schools, by groups of schools, or for the whole of a town by the Y.E.O. The conventions may vary slightly in form, but in general involve the bringing together, under one roof, usually at ~~one~~ particular time, the representatives of a large number of manufacturing, commercial, ^{and} social service

activities, so ~~that~~ individual consultation between these representatives and the pupils and their parents can take place. In many instances the conventions have effected a change of character and have become mere Careers Exhibitions where the introduction of working machines and manufactured products have brought added attraction and interest, but perhaps not in the right direction. In these cases the warning proffered by the booklet "Careers Guidance in Schools" should be heeded, so that the vast amount of material provided by these Conventions is used carefully and reasonably by careers teachers.

Recently a novel approach to "selling" the Y.E.S. was seen in Manchester, where the local Y.E.S., following the example of the "Education Shop" experiment by the A.C.E., set up a "careers stall" in a large department store in the city⁴⁶. The informality of the scheme seems to be a success factor worth further study.

WORKS VISITS

Careers Conventions give little background information about the actual job and conditions of work. In most cases this problem is alleviated but not solved by works visits. Even with a well-prepared and well followed-up visit there are pitfalls. A pupil cannot be shown the whole range of industrial trades within his area in the space of a school year. Neither can he always see, or appreciate, all the types of jobs, from downright monotonous

⁴⁶. "Careers in Store" Times Educ. Suppl. 7th Feb. 1967.

and unskilled to highly varied and highly skilled, since the machinery in use and its rate of general production can be more attractive than the activities of the man or woman in charge of it. For such appreciation far more time and closer study would be required but even then would probably be unsuccessful when dealing with many clerical and administrative jobs. It is very difficult to watch someone 'manage' an industry.

WORKS EXPERIENCE

The extra time and closer study⁴⁷ is occasionally achieved by some schools in the form of work experience. These schools send smaller groups consisting of 2-4 pupils to various departments or factories for periods varying from one full day to as long as a fortnight. In some cases the time is spent purely in observation and questioning, in others the children actually participate in some of the activities. This study and experience in depth, which is bound to provide a gauge for future individual reflection on possible jobs, is also very important in providing and provoking formal and informal discussion of jobs among pupils. Unfortunately its scope and future development are restricted by legal problems as well as Trade Union objections on the grounds of accident

47. A scheme carried out in the summer of 1965 in Manchester and reported in the Guardian 26th June.
A scheme developed at Wenham County Secondary School, Thame, Oxfordshire, Daily Mirror 18th Nov. 1965.
Chesterfield, Times Educ. Suppl. 28th Oct. 1966.
Laycock, J.H. "The Study of Careers-Experiments in Experience".
Jour. of Inst. of Educ. Newcastle-upon-Tyne, Sept 1965.

prevention⁴⁸. These present therefore considerable administrative difficulties against which most careers teachers are unable to battle since they lack the necessary free time. The major obstacle, in these days of equal rights is the virtual impossibility of putting such schemes on a comprehensive basis enabling participation by all pupils of one year group from all types of schools in a wide range of industrial and commercial activities.

Work experience is also invaluable to careers teachers, or teachers themselves. The scheme developed by the Schools Council reported in working Paper No. 7 was adopted to provide teachers with an understanding of industry so that they might be able to describe more effectively the exigences of industry to their pupils.⁴⁹ In recent months many teachers from all over the country have experienced such extended visits. Some Colleges of Education⁵⁰ have developed similar schemes so that intending teachers having experienced something of life in the factory may use this knowledge to their advantage in dealing with pupils of school leaving age.

48. "Closer links between teachers, and industry and commerce". Wk. Paper No. 7 (Women's and Young Persons Act 1920, Children's and Young Persons' Act 1933, and a number of Factory Acts.)

49. Such a scheme was accepted in 1965, by Surrey County Education Authority, (Times Educ. Suppl. 14th July 1967, and 19th Jan. 1968), and the scheme is working satisfactorily. Hertfordshire also has adopted a similar scheme (T.E.S. 16th June 1967).

50 Madely College, Staffordshire and Bede College, Durham T.E.S. 27th Jan, 1967.

Though it is considered by many teachers and Y.E.O.'s that there is much to be done concerning provision of vocational and educational counselling in secondary schools at least recognition of this need has been signified by the Department's publication (1965). However the case for the full- or part-time student at technical college, though equally important, has not been well presented. F.C. Palmer has attempted to put matters right in this respect⁵¹. He has run an experimental system at Barnet F.E. College and regards it as successful even if he has often played the part of a "substitute parent", (p. 40). This role has arisen because he has used psychological tests - the 70/23 and 70/33 group tests of the N.I.I.P. and the Ravens Advanced Progressive Matrices (revised 1962) and from the results has worked out an Emotional Disturbance Factor (E.D.F.) which indicated those pupils who were in greatest need of help.

His study reveals not only the part that could be played by a counsellor, in its widest interpretation, but also the waste of talent resulting from the present educational and industrial training system.⁵² His findings point to the general failure by students to master the English language - such failure was found amongst many pupils who were in the top 10% or even 4% of the population in general ability. Home background seems to play a greater part in this failure

51. Palmer, F. C. (1965).

52. Palmer, F. C. See Appendix Tables.

than educational influence.^{53 54 55} For this reason he suggests that a college-based counsellor is an essential feature of all technical college work, both for the individual students needs and those of the country which is short of trained technical manpower.

That such an interest should be shown is evidence of concern for a more effective guidance service. It is to be hoped that the increased desire by L.E.A.'s for the development of standardised testing procedures for vocational guidance can be reflected by their representatives on the C.Y.E.E. so that the D.E.P. can be given the opportunity to sanction at least a pilot project. Such facilities are becoming increasingly important as demands for a more 'mobile' labour force increase.

Consequent upon the publication of the Albermarle Report, the booklet "Careers Guidance in Schools" and consultation with the appropriate practising authorities, Southend L.E.A. is to introduce new techniques into its careers guidance, particularly in regard to vocational testing procedures. (T.E.S. 15th Dec. 1967).

Although the L.E.A.'s, the D.E.P. and the C.Y.E.E. are making some concrete preparations to cater for the increasing tendency for children to stay on into further education, too often the pattern of

53. Bernstein B. (1961)

54. Douglas J.W.B. (1964)

55. Dale, R.R. (1965)

Y.E.S. work seems limited to the needs of 15 year old and to a lesser extent, 16 year old leavers.⁵⁶ In fact not until after 1970 will any effort be made to raise the statutory age (18 years) up to which the Service is responsible.

It has been suggested by students of proved ability engaged in technological studies⁵⁷ that school leavers intending to study technical subjects should have the benefit of "vocational guides" who would travel from school to school giving information about university courses. To some extent this type of service is being developed in the form of the Careers Advisory Officers (C.A.O.'s) of both the L.E.A.'s and the D.E.P., but more specifically it is seen in Manchester and Surrey where Educational Advisory Officers or Vocational Guidance Officers have been appointed by the L.E.A.'s to deal with the needs of older students.

The Albermarle report has put forward no concrete proposals for reform or development, and thus one infers that only very slowly will some of the schemes, described in this Chapter, become standard practice throughout the country. The Albermarle Committee, like the Ince and Malcolm Committees before it, makes no suggestion concerning the part to be played by objective tests, and hints only tentatively at benefits to be obtained from current research. Probably therefore

56. Albermarle Report paras. 42-58.

57. European Student Seminar on Technological Education 1966.

there will be only a few extra authorities using standardised tests, although Birmingham Y.E.S. has received a large number of requests for information on them since the Albermarle report was published.^{58 59} The report did not propose to make it legally binding that schools and colleges catering for children above the statutory school leaving age should present a report on each pupil to the Y.E.S., or that they should allow the Y.E.O. or the C.A.O. access to the schools or the pupils. This is despite the need for guidance for this group of people, so adequately demonstrated by Crowther & Robbins in their committee reports, and by individuals such as Rodger, Avent, Hankins and Palmer.

This attitude in Britain seems contrary to that in Europe where there is an increasing tendency to provide a service to all students and to utilise information provided by standardised tests. These tests have revealed handicaps suffered by various social groups and thus paved the way for the appropriate action to be taken.⁶⁰ Thus problems spotlighted in this country by people such as Palmer, Douglas, Crowther, Fraser,⁶¹ Carter and Dale are being sympathetically dealt with in many European countries. Douglas noted that the "under-achievement" of manual working class children seems greater at 15

58. Information contained in personal letter from H. Heginbotham, Chief Y.E.O. Birmingham (July 1966).

59. Southend L.E.A. is to introduce new techniques into its careers guidance programme, including vocational testing procedures, (T.E.S. 15th Dec. 1967).

60. Reuchlin, F. (196) pp. 44-58.

61. Fraser E. (1959).

years. Thus in the majority of cases many children are being advised on job choices and further education on insufficient personal evidence. Douglas showed in his tests that "over-achievement" of the middle-class children and "under-achievement" of the manual working class children "seems to be re-inforced in our schools" and "is greatest at 15 years."

The situation in Britain then is one of slow change towards more comprehensive guidance systems, being made by a minority of authorities which are attempting to undertake fully their task of educating those in their charge. Elsewhere, the authorities seem content only to provide, by various and increasing means, occupational information, and purely vocational guidance. In these areas, the study and understanding of the individual, such an important part of guidance, is left to the school report forms (Y15 & Y18) and the forms (Y35 & Y17). The former depend predominantly upon subjective interpretation by the person completing the report and therefore it is often difficult to relate the respective qualities of children from one school with those of another. However, the writer cannot find any publication in Britain since the Birmingham Report to show the successful relationship between vocational guidance, using psychometric techniques as an integral part of the scheme⁶² and success and

62. Lady Albermarle, in an address to teachers, county officials, and Y.E.O.'s at Winchester, (T.E.S. 1st April 1966) said that a Central Training Unit was being set up, and that its principal would shortly examine the usefulness of Psychometric testing.

satisfaction in subsequent employment. This fact may have caused the reticence concerning the use of tests so obviously manifested in the Albermarle Report. The fact that none of the authorities using such tests as part of their general procedure have published findings may have led to a feeling of scepticism amongst other authorities. When questioned on the means of interpretation of tests used, and upon subsequent validation, the officer at Preston could not give a convincing answer in the first case, and no local follow-up studies had been carried out to provide an answer to the second query.

West Hartlepool is typical of the majority of these authorities except in that the L.E.A. does not run the Y.E.S., and this service reflects to some extent the differences in attitude between the L.E.A., Y.E.O.'s and those of the D.E.P.⁶³ Like most of these authorities it permits the appointment of careers masters, and the timetabling of lessons, but the establishment of both is left to the choice of individual heads. This is especially seen in the case of selective schools, where, as throughout the rest of the country, little work of this type is done, and where there appears to be a particular aversion to the Y.E.S. Locally the Boys Grammar school and the Girls Technical High School allow the Y.E.O. and C.A.O. access to the pupils for general talks and interviews. They also provide the

63. This is a reflection of the so-called "tensions" mentioned in para. 241 of the Albermarle Report. Apparently the attitudes of the L.E.A. and ~~M.D. of Bolton~~ Y.E.O.'s are fundamentally different, and this is manifested at the Birkbeck courses. (See "Albermarle and After" by T. David, Youth Employment Spring 1966). The ~~M.D. of Bolton~~ YEOs consider they are more realistic in appraising the needs of pupils. Their prime concern is getting

necessary reports. The two other selective schools and the two independent schools allowed no such provision.⁶⁴ This sorry state of affairs however is probably better than average throughout the country. Works visits are undertaken and Careers Conventions are organised in conjunction with the Y.E.S. of the D.E.P.

In general, most authorities seem satisfied with their guidance procedures. Perhaps it is such a feeling of general satisfaction with existing procedures that accounts for the unwillingness of authorities to attempt improvements that may be only marginal, but will definitely be expensive and more difficult to establish. Furthermore the Department of Education and Science has given very little lead in this field. The only booklet dealing with this aspect of education did not appear until 1965. However since the setting up of the Schools Council greater interest and action has been engendered. This is seen particularly in the "Introduction to Industry" schemes for teachers⁶⁵, which were effectively reported by press, T.V. and radio. That this is part of the Council's programme of work in preparation for the raising of the school leaving age is a further sign of long term planning and research that may

64. Since the beginning of the academic year 1966-67 the Boys Technical High School and St. Francis R.C. School have allowed the Y.E.O. and the C.A.O. to go into the school to give talks and interviews. The Girls High School, though still not encouraging this, advise older girls to use the Y.E.B. offices after school hours.

65. Working Paper No. 7 op cit.

have fundamentally beneficial effects upon curriculum content in all secondary schools in subsequent years. However such an activity provides only piecemeal improvement and does not point the way towards an improved "guidance" service in Great Britain.⁶⁶ The present day system seems to be unacceptable to all parties concerned^{67 68}, except the D.E.P. which has statutory powers. Though it has been stated that work in West Hartlepool is typical of that found generally throughout the country, and especially that found within the entire North East of England⁶⁹, it is very difficult to be precise in determining its relative standing. The report by the Institute of Y.E.O.'s indicates that in many areas, although works visits, and studies careers lessons, careers conventions and exhibitions are carried out, they are infrequent or limited to only one or two schools within the local authorities. The size of the various regions, the number, size and type of the schools, and the dominant or varied economy of the region affect the actual programme carried out. A survey of 224 schools by the Careers Research and Advisory Centre in 1965 showed that almost half of the schools had no Careers Master.⁷⁰

66. "Albermarle and After" T. David op cit.

67. Avent, C. Presidential address to the Inst. of Y.E.O.'s Youth Employment Winter 1965-66 pp. 8-20.

68. Gould, Sir R. "Careers for Young People" NUT. 1965, Referring to a survey conducted amongst Careers Teachers.

69. Y.E.S. administered by the D.E.P. - South Shields, Tynemouth and Thornaby. The last has now been absorbed into the new County Borough of Teesside and thus will have its Y.E.S. transferred to L.E.A. control.

70. Watts, A.G. Editorial Director of C.R.A.C. addressing the Arnold Society at Cambridge 1965.

One cannot find information which is more precise than this, and thus it can only be presumed that conditions here are similar to those of the majority of authorities elsewhere, but definitely less comprehensive in aims and methods than some⁷¹. It may be that the effect of the recent Government decision to raise the school leaving age, and to encourage the development of comprehensive education may be to instil a greater degree of re-thinking on the problem of educational and vocational guidance,^{72 73} which may itself be the cause of more uniform and therefore more comprehensive procedures. It may be that only then, over twenty-five years since the Education Act of 1944, that the aim of providing education appropriate to the needs of the individual is realised. This can only be possible with an effective policy of personal, educational and vocational guidance.

71. It can be seen that the most progressive bodies in the field of vocational guidance work are authorities which run their own Y.E.S.

72. Newsom Report.

73. "Careers Guidance in Schools."

CHAPTER 5

EDUCATIONAL AND VOCATIONAL GUIDANCE ABROAD

The aim of this chapter is to relate the position of educational and vocational guidance throughout the United Kingdom to the international context. In particular an attempt will be made to compare it with those countries which have made conscious efforts to develop educational and vocational guidance as an integral part, if not the actual core, of education in general. In recent years, particularly since the second world war, there has been a universal tendency towards the provision of equal opportunity for all members of society. To some extent this has resulted from the rapid application to industry of new technological techniques. Such application demands an efficiently trained labour force. The general shortage of skilled or trained labour with the concomitant increase in educational and training facilities allows scope for social and personal improvement and mobility.

It is the variety of industrial activity and the rapidity of technological change that makes educational and vocational guidance so essential. However, it would seem that, in the case of some countries only lip-service is paid to this vital work.¹ That much needs to be done goes without saying, but even at a recent International Conference on educational and vocational guidance only 2

out of 120 delegates were from industry and there were no representa-

1. See Reports by U.K. to I.B.E. quoted by Reuchlin, F. (1964) pp. XLVIII. Compare these reports with the material to be found herein Chapter 4 and in Albermarle Report. One therefore hesitates to accept the reports of other, less advanced, less developed Countries

tives of Trades Unions.² This fact indicates one of three things; either the part that industry and the unions can play in the process of educational and vocational guidance has not been fully realised by these two bodies, or that they expect such a service to be an integral part of the educational system, or that the concept of guidance is not being effectively interpreted since such work is predominantly limited to schools, whose personnel are notoriously impractical. This last alternative is given frequent emphasis, as it was at this meeting, when one of the main topics suggested for research was into what vocational guidance is really concerned with - "a comparison between the stated objectives of vocational guidance and what actually happens."

It is in this general context of indecision, and misunderstanding within a framework of stated ideals that the situation in Britain should be assessed. To do this more thoroughly the situation in four countries with well developed guidance programmes will be described and discussed. These four countries, U.S.A., France, Sweden and Russia have many problems within their systems, but they have shown a determination to develop and expand educational and vocational guidance services.

There are indications from an international questionnaire of an increased awareness of vocational guidance.³ However, only 73

2. "Vocational Guidance" Times Review of Industry and Technology March 1966.

3. Reuchlin, F. Op cit.

countries replied to this questionnaire, and only 40 of those had any established or organised system of vocational guidance. Furthermore, only 15 countries stipulated previous training as a necessary qualification for the post of counsellor. In those countries, where this qualification was required, the quality and length of training varies considerably.

Analysis of the results of the questionnaire also showed that 52 countries used psychological tests as part of their guidance procedures. Apart from the fact that this implies that 12 more countries use tests for guidance purposes than actually have guidance services, the relevance and general use of tests must be questioned, since the U.K. is specified as one of these 52.

It is obvious therefore that a comparative study is fraught with dangers when relying upon a limited amount of literature. For this reason the section on educational and vocational guidance in the U.S.A. is more comprehensive since this country has over many years produced a large amount of literature on the subject. There is less information available in all respects about the other countries described. This is especially so in the case of information on actual guidance techniques within the classroom.

AMERICA

A complete study, and a complete understanding of the present situation and developments is well-nigh impossible, because of the "knowledge explosion" of recent years. Mayo (1965) writing the

foreword to a review of the developments in educational and psychological testing from 1962-1965 finds "a geometrically increased body of literature extant." There is also the problem that in America a decentralised system of educational control exists (40,605 school districts in 1960), therefore any generalisations must be accompanied by many reservations (King 1965). However, there have been no revolutionary developments during these few years (Monghamian 1965), although recent works have apparently been "slightly more imaginative in conception, somewhat more rigorous in design and considerably more extensive in scope" (Michael 1965) than in the years prior to this.

The outstanding feature of recent literature is the attention given to, and apparent dependence upon, testing within the guidance movement. There is a constant striving for more sophisticated tests and statistical processes such as the application of factor analysis, for example in recent work by Tucker (1963(b)) and Guilford (1948 et seq.) who have applied this to prediction systems, studies of interests and theories of creativity.

It was in the United States that the Vocational and educational guidance technique developed at the beginning of the twentieth century. This was very closely related to the "progressive education" which began in the 1890s. The basis of guidance development was the theory formulated by F. Parsons which was published posthumously (1909). Appointments to such posts had been made by 1900.

Parsons propounded three broad factors:

- (a) A knowledge of self.
- (b) A knowledge of the world of employment.
- (c) Reasoning on the relationships of these two.

He stressed that it was only as a result of well-founded occupational choices that "the useful and happy life" could be developed and that a more efficient and humane industrial system could be created. Almost immediately his Methodological theory encouraged the formation of a National Vocational Guidance Association (1910)⁴, and by 1911 courses were in operation training counsellors.⁵ Appointments to such posts had already been made in all elementary and high schools in Boston by 1909 through the efforts of the Vocational Bureau of the city, itself founded by Parsons in 1908, at Harvard University.⁶ By 1917 the Smith-Hughes Act had made financial provision for programmes of vocational education.⁷ Further financial resources, from the Federal Government, were made available in 1938 by the George-Dean Act which also established the Occupational and Information and Guidance Service. In more recent times further promotion of vocational and educational guidance has been financially encouraged from Federal Funds by the National Defense Education Act of 1958. One important aspect of this influence is that it has laid stress on a part of guidance

- 4. Now called the American Personnel and Guidance Association (1952)
- 5. McDaniel, H.B. (1956) contains a full account of its historical development within the U.S.A.
- 6. Roeber, E.C. (1953).
- 7. National Soc. for the Study of Education (1965) p.2.

that had previously been overlooked, or consciously ignored, that of national, as well as individual needs (Roeber 1963). ~~It was~~ An earlier important and overriding stimulus was the development of aptitude and ability tests during the First World War. This led to the aim of producing a scientific basis for guidance, though at that time there were few psychological theories available for reference.

However despite the rapid development of psychological theory within the past 50 years, the methodological theory put forward by Parsons has remained largely untouched, even by new approaches in vocational guidance made by Super, Maslow and Rogers, which will be mentioned later.

The general lack of development along new lines was indicated by the vocational guidance programme endorsed by the Commission for the Reorganisation of Secondary Education in 1918, (Appendix 5B), which is unchanged even today. However this itself initiated a change. By the 1930s educationists had begun to dominate the guidance movement, whereas formerly it had been left to social workers. Later, in the 1940s the psychologists and psychiatrists obtained an increasing influence especially with the "client-centred" or psychotherapy approaches⁸.

Although there has been little discussion of possible theoretical constructs during the intervening period, considerable interest has been manifested in the development of school programmes and in the considerable and increasing number of books and

8. Miller C.H. (1961) pp.44-73.

articles published on this subject. Therefore it is in parts of the United States that vocational and Educational guidance shows considerable and often intensive development. However widespread schemes have also been developed in other countries such as Sweden and France.

THE SYSTEM OF EDUCATIONAL & VOCATIONAL GUIDANCE IN AMERICAN SCHOOLS

At the present moment most American Senior and Junior High Schools have well-established guidance programmes. "The size barrier has been broken".⁹ ~~However~~ research by McQuinn showed that $\frac{1}{3}$ of his surveyed schools (432) had no programme (Dugen 1960) "Only a few school districts or states had attempted to make comprehensive vocational education available."^{10 11} Perhaps it is only since the Vocational Education Act, 1963, that proper emphasis has been put on vocational education in the widest sense, by the general public.

These programmes are implemented by a Counsellor¹² or a team of counsellors who work full or part-time (21,800 and 12557 respectively - Reuchlin 1964) on this job, dealing theoretically with between 500-600 and 300-460 clients respectively; (average is 1:550 out as high as 1:1000 - Reuchlin). Now (1963) 75% of states demand a dis-

9. Froehlich, C.P. (1958) pp.24-46. There is considerable variation in scope and content of courses and in personnel throughout the U.S.A.

10. Nat. Soc. for Study of Education (1963) op cit p.4.

11. Peters H.J. & Hansen J.C. (1966).

12. There seems to be some considerable confusion over titles. According to Roeber (1963), quoting Polmantier (1950), 53 titles are used by members of the Nat. Voc. Guidance Association. He mentions the attempts by Wrenn (1962 p.142) to change the title "Vocational Guidance" to that of "Public Personnel Services".

strict certification of training for the duties of counsellor prior to appointment. Only 12% did so in 1950^{13 14}. There is no problem of lack of training of such personnel since over 400 universities or colleges provide for a masters degree in counselling. This contracts to the number of courses available in Britain.

THE ROLE OF THE COUNSELLOR

Ideally the counsellor when advising a client uses not only information from objective tests, provided specifically for guidance purposes, (Appendix 5.A) but also other test and grade marks of academic ability provided by the rest of the staff, information obtained from parents by means of a questionnaire, interview or informal methods and information from cumulative record cards of each pupil begun in Kindergarten.

This information, from a variety of sources, enables the counsellor to advise his client upon subsequent steps towards acquiring a suitable job, or, increasingly more frequent, the subject choices for the next grade at school, or the most suitable group of colleges and college courses for which to apply, (Lytton 1968)

Much of the guidance programme is based, theoretically, on individual attention, though many of the tests given are group pencil and paper tests. However general information is disseminated in the form of occupational studies, (usually 1 period per week in Senior

13. Roeber, E.C. (1963) p. 61.

14. In 1964 the Commission in Guidance in American Schools produced standards necessary for the training of a school counsellor.

High School)¹⁵ and Careers Conventions or Vocational Conferences, which attract about 40% of the High Schools pupils (Rothney & Roens 1950).

The role of the counsellor varies from school to school, and reflects not only local politics, but also opinions of students and parents. Roeber (1963) quoting Williams (1960) says that the role of the counsellor, agreed by students, parents, administrators, and counsellors seems to be concerned with helping students with school problems, personal problems, choice of careers and with holding conferences with parents (Appendix 5.G). But it is clear that there is no particularly defined or accepted role for the counsellor. This is particularly seen in the yet unresolved dilemmas of whether (a) a counsellor should involve himself in the realms of psychotherapy (Ginzberg 1960) and (b) whether the counsellor can carry out this job more effectively by directive or non-directive methods. These dilemmas arise in relation to the interpretation of the role of the Counsellor; the necessity for his existence is widely and firmly accepted.

A marked contrast between America and Britain is that schools and colleges in the U.S.A. accept the responsibility for placement in work and subsequent educational courses.¹⁶ It must be remembered

15. Berdie R.F., Swanson, E.O., Layton W.L. & Hagenah T. (1963) p.168

16. Froehlich, C.P. (1958) op cit. pp. 231-233, & 241-258.

that there is no equivalent service in the U.S.A. to our Y.E.S. However although this does result in frequent placements by the schools, it does not confine such activities, or the preceding guidance to schools. The U.S. Employment Service equates roughly with the functions^{of} our Department of Employment & Productivity, the major contrast being in the extensive use the former makes of objective tests and the empirically obtained relationships these have with certain job types. Since the basis of guidance in the U.S.A. is the objective measurement of abilities and the acquisition of cumulative information about the pupil, a great deal of paper-work and filing is necessary. Therefore many schools employ a clerk specifically for this job and the maintenance of a special library containing information of a vocational and educational nature for use by the pupils. However, Roeber (1963) has shown that these facilities are lacking generally, and that many job studies have shown that much time is spent (wasted) on clerical duties.

The interest shown in vocational and educational guidance in America has been reflected relatively recently by the rest of the world, but especially by European countries, both individually, e.g. Publications by Dept. of Education & Science and the Schools Council (Chap. 4), in Britain and the re-organisation of 1st and 2nd years in secondary schools in France, and co-operatively, in the form of pupil guidance conferences held under the auspices of the Council for Cultural Co-operation of the Council of Europe.

USE OF TESTS IN THE GUIDANCE PROCEDURE

As previously stated, many of the new publications on the subject of vocational guidance are basically concerned with objective testing programmes, new testing techniques, and recent refinements and restandardisation of tests.¹⁷ These publications stress a basic difference between American and European educational and vocational guidance systems. Much of the education system of the United States is based on test scores which determine promotion within the High Schools and acceptance at College. Furthermore there is an increasing use by industry and commerce of testing programmes for selection and training. These are separate from tests used by counsellors specifically for guidance work. Buros O.K. (1961) lists 2,126 tests in his book "Tests in Print", and of these 957 are related to the needs of counselling.

CRITICISMS OF THE USE OF TESTS IN GUIDANCE PROCEDURES

The number and type of tests used vary considerably from school to school but many use all five basic tests - i.e. those of intelligence, aptitude, achievement, interest and personality;

In recent publications the over-dependence on tests has been criticised¹⁸ (Wrenn 1966 - Appendix 5.C). An opinion being currently expressed is that there is much that is wrong with the guidance systems operating at present in most schools. It is suggested that

17. Review of Educ. Research Vol. XXXV No.1 1965 op cit.

18. Landy, E.A. & Perry P.A. 1964 from which the quote was taken.

over-enthusiastic reports of research work on tests may have led counsellors to accept these too readily as being infallible.¹⁸ The following quotation from an unpublished thesis by Barry and Wolf is indicative of some of the unrest and ferment.

"The guidance and personnel literature indicates that personnel workers are unrealistic about their work. Personnel work has had its success and presumably its failures, but the literature would lead a reader to believe that no programme or no aspect of a programme had ever failed. Mathematically, the odds against 100% success are infinite; yet apparently no-one ever fails in personnel work. Writers admit that a guidance programme could be better, but never was it unsuccessful.....by refusing to recognise failure, personnel work creates a myth, an impossible ideal, a stereotype which does not fool the public, but may mislead individual workers in the field. By reinforcing stereotypes, personnel work tacitly promises that it can be all things to all people, and that each personnel worker can be everything to each individual student."

They add that there is a continual claim that some sort of Utopia could be achieved with a little more money, personnel and effort.

More recently (Barry & Wolf 1965, p.130) they add that "half a century of failure should be sufficient to emphasise the fundamental point that there are no simple solutions to important personal problems and conflicts."¹⁹ Other writers are concerned to find that often tests

¹⁸ See foot of previous page

¹⁹ Super D.E. (1965 2nd Edition) & Froehlich (1951).

are used as a sole means of obtaining information for guidance purposes. Their first objection is to the assumption that tests are absolutely reliable.²⁰ Secondly, they stress that other ways of obtaining information - such as interviews, questionnaire, anecdotal accounts, essay, autobiographies and personal records are equally valuable. Thirdly, the need for social as well as psychological information is emphasised. Ginzberg (1960) supports this by stressing the limited influence that a counsellor can have upon a person compared with the "impact of total society. This impact included such factors as the parents one has, their income, the community he is brought up in, the colour of his skin and even more factors." Yet apparently many counsellors ignore these factors. In this case the sooner objective tests of beliefs, values, attitudes and goals, are developed (Daws, at Leeds, (Chap. 4) is at present working on this task) the better will be the guidance system. But such an improvement can only be marginal. This is instanced by Cronbach (1964) and supported by Strong (1955) "psychological tests are never so valid that a prediction about a single case is certainly true," but they should enable, "a course of action to be taken.....and enable the individual to find out about himself."

20. Campbell (1965) found that only $\frac{2}{3}$ of a group which received counselling between 1933-40 could remember being counselled, and these tended to show less satisfaction with their jobs than those who were not counselled.

To further his argument concerning the limited uses of certain tests Super relates intelligence scores to vocational success. Quoting Sparling (1933) and Wrenn (1935) he says that the more intelligent people make a wiser job choice, and that there is a distinct relationship between dissatisfaction with menial jobs and high intelligence (Anderson 1929). However there appears to be no relationship between high intelligence and success in acquiring a job (Dearborn and Rothney 1938, and Lazarsfeld & Gaudet). This information however was gleaned from research work carried out during the Depression when as a result of an unusual economic and social situation many other personal factors would enter into the difficult task of getting a job. There is also no relationship between intelligence and success in selling (Moore). In this sphere, and in many other "service jobs" personality is far more important, but Personality tests have many limitations at present (Vernon 1953):- "Many personality qualities can be measured or diagnosed fairly effectively, but the methods are far too elaborate and time-consuming, or far too dependent upon the skill and experience of ^{the} psychologist, to be generally applicable for any practical purpose, or to be used by anyone not specially trained". He later says that "the testing or assessment of personality for purposes ofguidanceis much the most intractable problem. For, there is neither an external criterion of its value (as in selection), nor an internal criterion - the consistency of results with one another (as in

experimental research). The success of vocational guidance has indeed been followed up but it is not possible to attribute this to any particular element in the procedure."

The warnings issued by such people as Super, Cronbach, Strong, Vernon, Thorndike and Hagen (1959) about the limitations of tests, properly reflect the abuse of tests within the United States, as well as their widespread use. This of course is a complete contrast to conditions in the United Kingdom where so few schools or local authorities use psychological tests, (Chap. 4). This however is probably the effect of differences in the structure of the two education systems, as well as the geographical and social influences generated from the initial development and success of tests in the United States.

What is often overlooked in this discussion is that American Army tests - Alpha and Beta (1914) - devised by Thorndike, Terman, Haggerty, Whipple and Yorkes were for selection not guidance, and as Super (1965) states "tests for selection for a specific job are much more reliable and effective than they are for guidance."

Despite this important difference in the use of tests, and despite repeated statements stressing the limitations of tests, especially in relation to the difficulty of test interpretation e.g. Rothney & Roens (1950), Mahler and Smullenberg (1963) and Barry and Wolf (1962) there is an ever increasing use of tests by a greater number of schools, (Appendices 5.A & 5.D). Perhaps research workers themselves encourage the over, and, indiscriminate use of tests

(Appendix 5.D). In U.S.A. 1954 75,000,000 standardised tests²¹ ^{were} taken by 25,000,000 pupils at elementary and high schools. It has been suggested that this number of tests used may now be doubled.

PERSONALITY & INTEREST TESTS

Apparently there is an increase in the use of personality tests, even of relatively new and unsophisticated tests such as those designed by Getzels and Jackson (1962) and Guilford (1961) distinguishing respectively, convergent and divergent concepts of creativity. However interest tests seem to be increasing most rapidly in use and development, to replace questionnaires. This also indicates a demand for tests which will enable a wider sampling of human behaviour.

Strong (1955) stated that 60% of publications on interests had appeared within the last 15 years. The most commonly used tests are the Strong Vocational Interest Blank, the Kuder Preference Record and the Occupational Interest Inventory (Lee & Thorpe) (see Appendix 5.A). Strong says "we know that occupational interest scores predict future occupations" and he takes as an example the test-re-test correlation of .56 for the 17-18 year olds and .72 for the 20-21 year olds, obtained 18 years after the initial administration of his test.

However the effectiveness of such tests, and statements such as this, are now being eagerly challenged. Even Rodger and Cavanagh

21. Rothney, Danielson & Heimann (1959) p.11.

(1962) protagonists of the cause in Britain, support Strong only with reservations. "In the field of employment, where the workers are now freer to work or not to work than they ever were at school, inclinations may be of far greater importance than capacities", but they add, "inclinations are much harder to assess."

Cronbach (1964) recommends a return to the use of a questionnaire or inventory rather than a test, especially as the student cannot experience a feeling of rejection or failure when receiving his analysis, as often occurs with any standardised test. A further advantage is the absence of differences in results when the pupil is given this individually or in a group. The questionnaire is often a useful piece of preliminary work to further careers study or individual guidance. (See recommendations in relation to the Rothwell-Miller Interest Blank in Chapter 8).

VOCATIONAL MATURITY

The age at which vocational maturity seems apparent shows some difference in Britain compared with the United States. Strong says: "by the time they are fifteen many boys and girls (in the U.S.) have some idea of what they might do". (own emphasis). However, according to Super & Overstreet (1960) they know "very little about duties, conditions of work, or opportunities in that field", Super goes on

further and says that "the vocational maturity of 9th Grade boys is such that to require the making of a specific vocational choice at that stage of development is often premature" (It is during the 9th Grade (i.e. 15 year old) that a choice is made by pupils between College preparatory, general or vocational courses).

Yet at this age the majority of children in the United Kingdom are ready to begin work, they have not merely begun to make vocational and educational decisions. Veness in her early follow up found a high correlation between actual employment and previous employment choices, indicated at the age of 14. She is now carrying out a follow-up of these people after 10 years at work (Studies in West Hartlepool support her findings).

"Vocational maturity" therefore is probably a dynamic feature reflecting social attitudes and standards of living. In Britain, for most children, a choice has to be made at 15 years and most appear to choose satisfactorily, whereas in America, where there is a longer educational period, many are not sure until they are in their twenties (Ginzberg).

Lines of New Thinking and Research in Guidance Work

The appreciation of "vocational maturity" is but a small part of an extensive, and long-term piece of research being carried out by Super (et alia) at Columbia University. He bases his research on a question he feels to have been seriously neglected on the part of

psychology, sociology and economics, i.e. the exploration of "how individuals do in fact choose a career." The first serious attempts to ^{explore and} answer this were first made by Ginzberg, Buehler, Miller and Form - the last two having spent much time working on a theory of "life stages". The 2nd World War prevented further exploration, and it was only in the 1950s that Super was able to plan The Career Pattern Study (Super & Crites 1957), the aim of which is to produce a theory of Vocational Development, i.e. the stages through which individuals pass before arriving at a position when a mature vocational choice can be made.

It is hoped that this theory will provide an insight into individual situations even when using group tests. It is further hoped that it will suggest the best time at which to begin "teaching" or counselling on vocational and educational matters, and that further advice can be related to the school structure so that when choices have to be made they are at a strategic point in the life of the individual.

Within the last ten years research workers have shown a greater concern not only for motivational factors behind job choice but also for satisfactions. Maslow says that once an individual has satisfied his lower needs there is a greater range of higher needs for which he will strive. This, he says, accounts for the differences between aspired satisfactions of pre-workers and existing workers.

This is well illustrated in a study of job satisfactions of manual workers by Reynolds and Shister.²² Their satisfactions were contrary to what would have been expected, in that they placed greater importance upon subjective factors such as "independence" and "fair treatment" than objective factors such as "physical characteristics of the job" or "wages". It would seem that salary is more important in attracting workers than keeping them (Appendix 5.E). This raises the question of whether vocational guidance counsellors understand these higher needs and put sufficient stress on them to their clients? Furthermore if these findings are valid, how can static measurement of interests, aptitudes, and achievements at any given point really be projected meaningfully if the needs and motivations of the individual are continually changing? Heim (1954) writing in Britain agrees with this, whilst provoking thought on the advantages of more sophisticated testing techniques. "A psychological test may be unreliable because the quality to be assessed (if indeed such quality exist) is an intrinsically variable entity, such as body temperature, for instance. If intelligence varies in the degree to which it manifests itself within the individual, then however consistent, appropriate and sensitive the measuring instrument, it will not yield the same reading on successive occasions. In fact the more sensitive the instrument, the more liable will it be to yield fluctuating results."

22. Referred to by Barry & Wolf (1962).

SIGNS OF DISCONTENT & RE-ORIENTATION

It is such questions as this, as well as all the other many apparent weaknesses in the vocational guidance system as a whole in the U.S.A. that led Barry and Wolf (1962) to ask for a rethinking about counselling, with the aim of putting it, at long last, on a sound theoretical basis, rather than rely on the four loosely connected theories which have arisen in the last 50 years. i.e. the Methodological, Pattern, Motivational and Individual, indicated in the writings of Parsons, Super, Maslow and Rogers, respectively. Barry and Wolf (1965 p.183) say that, "too often in the past, theories have been mere improvisations, devised from existing practice which always results in a rationalisation of what Exists."

They suggest that in the meantime the school guidance programme should be founded on a number of basic essential factors, all concerned with the individual person. They stress (1965 p.131) that guidance should be on a long-term basis, throughout school and even later life, (this was recently demanded by Avent (1965) in Britain), for "almost all problems and conflicts recur", i.e. man does not make a single vocational choice, but an endless series of temporary resolutions to the fundamental question - "what am I going to do with my life?" Particularly, together with Froehlich (1958 p.200) they demand that more attention be given to the student rather than

to tests, pamphlets or filing systems - "guidance programmes must employ the more basic techniques of understanding pupils before embarking on a testing plan."

They argue that the principle of individual differences must be adhered to, and that the counsellor should be helping his student to develop enough self-understanding to enable him to solve his own problems and make his own decisions. This is completely different from expecting the student to be "realistic" and "reasoned" in his choice, when such words are understood to imply agreeing with the counsellor's advice and plans, which are probably based on a different outlook in life - too often perpetuating traditional school (middle class) values. "Decisions made by a counsellor apparently have less effect on most clients than those they make themselves," (Cronbach 1964). Barry & Wolf (1965 p.1 & p.140) ask how many counsellors would advise a client to become a dealer at one of the many new night clubs; yet this is a clean, well paid job with short hours, (see Daws; chap.4). The counsellor must not assume that everyone's values are the same - that everyone is ambitious and eager to get on, that everyone considers work of equal importance, and that all students share the feelings and desires of their counsellors. Basically then their philosophy is drawn from the "non-directive" or Individual school developed by Rogers.

These critics say that more concern should be shown for the dynamic aspects of personality and interests in the developing

individual, and with the constantly changing cultural values and expectations of society in general. For despite the changes within the individual and within the occupational framework they found that young people are encouraged to make, too early, vocational or educational choices. In this respect, Hamel²³ found that insufficient use was made of teaching occupational information, which is all the more important today because of its diversity. Furthermore he found that vocational guidance tended increasingly to become divorced from the general guidance programme.

Within the framework of individual attention, these critics suggest that since individuals vary considerably what is done for one person need not necessarily be done for another - (a wrong assumption, they believe, of the democratic principle). Not every child needs to ~~take~~ ^{have} the same tests or the same number of interviews. Individually each pupil must be made aware of the fact that the learning process is crucial to him in the modern world where jobs and techniques are changing so rapidly. He must be made aware that education is not now a one-time experience in life. This is especially important for the "hard to educate" children. Retraining problems are indicating the basic failing of the schools. Apparently many adults in the U.S.A. are functionally near illiterate.

23. Quoted by Dugen (1966).

Girls must benefit considerably from this individual approach which also takes account of socio-economic changes. They must be made to understand the new sequencing of their lives. There is an increasing number of working women, especially married women. In 1920 in U.S. 1 in 5 of workers were female representing 23% of all women. In 1960 1 in 3 workers were female, i.e. 35% of all women.²⁴ But this is occurring at a time when the number of unskilled jobs ~~is~~ markedly decreasing. These facts must be presented to them. This of course is a feature developing in Britain and Avent (1965) says, "The average age of brides is now 20 and as four-fifths of English women reckon to complete their childbearing by the age of 30, they have from 35, when the youngest child starts school, until 60 or 65 in which to re-enter the labour force. Moreover labour-saving devices (in the home) make it easy for them to do so....." so the choice of career is just as important as it is for boys," and so is the advantage of continued education.

An impression obtained from the vast amount of guidance literature available in and from the U.S.A. is that guidance, which began as an additional aspect of ^{the} school curriculum has become the focus of educational aims. Some definitions of guidance are essentially the 'aims of education' but are presented with a broader and more practical

basis, for example, Super (1965) says "vocational guidance is a dual process of helping the individual to understand and accept himself, and of helping him to understand and adjust to society." Crennin (1964) says that now one must guide for "the total life-style" since the working week is becoming shorter, and retirement earlier. Within the context of this recent retrenchment it is significant to note that a number of writers have urged the need for all teachers to be involved in the guidance programme. No longer can it be regarded as a special activity, but an integral part of general education for which all teachers should be trained.²⁵ Although the writers discussed have a common aim in their desire to improve the status and practise of educational and vocational guidance counselling, in the face of considerable criticism their manifold differences within various sphere of guidance technique reflect the controversies that are raging at the moment. Controversy may be good in the long run in that it encourages further research and perhaps enables eventually more precise agreement but at present it seems to detract considerably from the movement and its aims.

The controversies range from the use or non-use of tests, (Appendix 5) through arguments as to which type of test is the most useful or important, to whether guidance should take a vocational or educational or purely personal bias. Further disagreement is engendered by those

25. Froehlich (1958) p.6. This does not preclude the full-time counsellor - p.214.

who believe in 'teaching' specific vocational information rather than providing a broad information and guidance service. Common to all the above problems is the controversy between directive or non-directive counselling, i.e. the contrast between the situations whereby a counsellor assumes responsibility for his client and is dependent upon tests, and the situation whereby the counsellor assumes the client maintains responsibility for decisions and action, which is arrived at in most cases without the use of tests.. There is one further bone of contention - a matter involving political, economic and social factors - should guidance be given to all or just a few?

In general the American theory, and the best examples of the practice, of guidance counselling today is stated very clearly by Daws, (1967 para. 67) in a summary of the aims of the six major themes, or ideals, dominant in such work in the U.S.A. Although in many cases these are merely ideals, at least in the U.S. there is a consensus of opinion in favour of attaining them.

1. Continuity of Concern - "requires that the pupil should be able to contact the same person over a long period of time, so that a relationship between pupil and counsellor of sufficient depth and trust may be established."
2. Globality of concern - "implies the need to consider each pupil as a whole in a social context - his uncertainties about choice of career, for example, cannot be resolved by categorising (in isolation from his total personality) his skills and job requirements, for 'counselling is always personal and educational and vocational!'"

3. Active Client - participation - "this is a concept designed to stress the educative intention of counselling. He is expected to exercise choice, to be trained in independence and decision making for himself, It is clear that pupils come frequently to a decision without adequate conscious consideration of available opportunities, and that one of the most constructive functions of the counsellor is to ensure that the child - and the parents too - understand the real situation as to the relationship between their and the pupils' ambitions or attainments and between vocational or educational opportunities."
4. Unity of Role - "The American counsellor does not teach, for it is considered to be too difficult to relate to the pupil at one time in a pedagogic, even an authoritarian sense, and at another in a non-directive, non-evaluative sense."
5. Preventive Orientation - "The pupil's eventual choice of occupation is seen as emerging through a long process of choice-making and self-assessment in relation to educational opportunities and demands." "Crisis-Counselling", or what is worse counselling after failure, then ceases to be so often necessary."
6. School system feedback - "if the preceding themes are realised, (the counsellor will be) well placed to act in a co-ordinating function within the school system, and to call on the collective resources of the school to help a particular child."

Is, therefore, Britain as backward in the sphere of vocational guidance as one is led to believe? Fewer of our schools have 'careers teachers', only a limited number use tests for vocational purposes, yet do we produce less happy, satisfied workers? (If industrial unrest is indicative of this, strike ratios between the two countries infer a greater failing in America;²⁶ also if delinquency is used as an indication of social maladjustment Feingrid (1962) points to a rise in ^{the} delinquency rate over ^{the} 40 year period of counselling development).

26. Encyclopaedia Britannica Vol.21. p.469-474.

Although our system is less scientific and systematic, our present educational system ~~probably~~ results in a better pupil-teacher relationship which provides for a deeper understanding of the individual pupil than does a limited number of poorly interpreted tests. However, the changes that will take place in our educational system in the near future i.e. a policy of comprehensive schooling which involves a 'horizontal', rather than a 'vertical', structure as well as considerable increases in the population of each school, will probably necessitate the adoption of a system similar to that now operating in the United States. This is instanced by developments in Stoke-on-Trent.

Since the comprehensive system will not be universal for many years, this country has in the meantime, an opportunity firstly to accept the need for such procedures and then to work out a policy for guidance which will enable the acceptance of the benefits and merits, but the avoidance of the abuses and faults found in the expensive system adopted by America.

FRANCE

As in U.S.A. the schools in France are vitally concerned with the processes of guiding or planning pupils entry into further education or into employment. However there is more widespread involvement in France, since the educational reforms of recent years (applicable to all schools) have related guidance work - "observation

and orientation" - firmly to education. The aim of the Government has been to achieve an authentic mass education which starts from the vocation as a centre of interest but which tries to build into this tangible base a general cultural understanding. The basis for this has been to relate guidance not only to the individual and his needs but also to those of the State.²⁷ Thus the long awaited universal secondary education has been given a practical basis,²⁸

Unfortunately the social, religious and educational traditions of old France and its variety of political ideas, parties, and coalitions, are proving to be a big obstacle, so that those "radical" plans, which in effect are traceable back to proposals put forward as early as 1918, have frequently suffered as a result of compromise. Furthermore the zeal of the reformers has been such that the present day educational framework seems to be "in a state of perpetual evolution," (Halls 1965 p.7). It is thought however that all reforms will have been implemented by 1975 (Halls 1966 p.440).

Despite the confusing rapidity of many of the reforms, the centralised system of organisation of French education will ensure that these reforms are carried out as quickly as possible.²⁹

27. 'Le Probleme de l'orientation' pp.19-33 in the Cahiers Pedagogiques No. 57 Dec. 1965.

28. Quote of the worker/father from "la democratisation (de l'enseignement) suppose l'orientation".

29. Compare the speed of French educational reforms with those in Britain, e.g. where the Government is awaiting the plans of every L.E.A. before acting.

Vocational Guidance made its début in France after the 1st World War,³⁰ when guidance offices were set up by professional agencies such as employment bureaux, chambers of commerce, trade councils, and apprenticeship committees. Though the initial development had come from the fields of commerce and industry, and had been specifically associated with problems of the labour market, by ^{the} Decree of 1922 (26th Feb) Vocational Guidance was placed under the aegis of the Under Secretary of State for Technical Education. Thus at this early date the problem of which Department should be responsible for administration was solved - (This problem has constantly beset careers guidance in Britain). By the Decree of 10th October 1955, the State took over complete control of all Vocational Guidance Services, and linked it to educational guidance.

The reforms of 1959, born out of economic and technological necessity, renamed the vocational guidance centres as "educational and vocational guidance centres" (l'Orientation Scolaire et Professionnelle - l'O.S.P.).

The Service is now under the auspices the General Organisation and Programming Department.

The task of these centres, which are represented in each school district, is the guidance of pupils during attendance at school, especially at the point of entry to secondary school, and during the first two years there. This is achieved by means of four main services.

30. It began in U.S. during and before this period.

1. An information section to organise meetings and talks and to distribute documentary information, mainly supplied by the University Bureau of Statistics.
2. A technical section to make the services of consultant teachers and psychologists available to parents.
3. An administrative section to make arrangements for pupils to attend various industrial and educational establishments.
4. Psychological tests are administered to, and individual studies are made of, each pupil.³¹

The centres are staffed by psychologists, a doctor and a social worker, who work very closely with school teachers, by means of "le conseil de classe" and "le conseil d'orientation", so that continued observation is possible, (Appendix 5J). This co-operation is very important because one of the features of the 1959 and 1963 reforms has been the development of the 11-15 age group system known as the "cycle d'orientation" in which the first two years are ones of observation of the developing gifts and interests of the pupil so that parents may be advised during and at the end of this cycle. The last two years are more concerned with guidance and counselling. During this 11-15 age period every pupil studies the same subjects so that transfer from one stream to another is readily possible: however the teaching allows the necessary adjustment to individual needs, so that "streaming" according to ability takes place,³² i.e. the classical lycées, though truncated, still remain (Halls 1966 p.940)

31. The uses of tests are well discussed and presented in "Le probleme de l'orientation" Cahiers Pedagogiques. No. 57 1965. p.30.

32. But latin can be "chosen" as early as the 2nd term.

(Appendix 5.K).

The general aim of this "cycle" is that "young people should be made aware of the political, economic, and social realities of the age"³³. Since the most important aspect of the age is the rapidity of change in every sphere of life, the emphasis in education is now on adaptability.³⁴ There is a greater possibility of this with an understanding of general principles rather than a body of knowledge. Steps have been taken, (Sept. 1964,) to reduce the amount of cramming necessary by the reorganisation of the syllabuses..

During the "cycle d'orientation" the pupils spend the first term consolidating their knowledge, meanwhile the teachers, who constitute the "conseil d'orientation" attempt to assess, by means of class and standardised tests, (Appendix 5.L) the best course of study for each pupil, i.e. classical or modern. The guidance council then gives the pupils family its first opinions on the type of study which seems best suited to the child. The parents will previously have been sent a questionnaire and an invitation to attend a meeting. The majority accept this invitation (Reuchlin 1964 p.131). The approach to, and successive contacts with the parents is made by one ~~teacher who has been appointed by the council for this task, as well~~

33. Quoted from the Rueff-Armand Committee of 1960, by Halls, D.W. (1965) p.54. Such an emphasis is found generally, and is reflected in the popular TV programme "What are you going to do Tomorrow?"

34. The multiplicity of tests and the problems of moderating general class tests compared with standardised tests are two of a number of arguments presented by many opponents of the scheme pp.19-35 Cahiers Pedagog No.57 1965.

teacher who has been appointed by the council for this task, as well as to co-ordinate all the findings.³⁵ For this purpose a file is kept on each individual. The file contains information on;

- (a) results of various psychological and attainment tests,
- (b) interview records with parent or child,
- (c) medical card,
- (d) school record,
- (e) social record based on investigations carried out.³⁶

If agreement is not reached on the "suggestions of the "conseil" the parents can put forward their child for an examination which allows entrance to the course of their wishes. This means of entrance enables children from the private sector of education to enter the public system.³⁷

In order that the Conseil d'orientation can carry out its job effectively a ministerial Conseil d'orientation will be set up to improve the methods of guidance and enable its efficient organisation. The teachers concerned will be given training in the understanding of psychological concepts and the use of psychological tests, which are to be an intrinsic part of the vocational guidance system (Reuchlin 1964 p.123).³⁸

35. For the extra burden of work involved the class teacher is paid about £200 per year extra.

36. Reuchlin, F. (1964) p.207 & Halls W.D. (1966).

37. 15% of those entering the "guidance phase" did so this way in 1963. Fraser, W.R. (1963) p.118.

38. In 1966 there were 1,000 University trained counsellors, a number which is to be rapidly increased during the next five years to 3,000. New Education April, 1966 p.7.

By the time the pupil is 15 the council and the parents should have arrived at a decision as to what course the young person will follow.

At the moment there are four alternatives.

- (1) He can leave school and gain employment which will give him training on the job, with the theoretical aspects as part-time studies.³⁹
- (2) He can be admitted to a full time vocational training institute, and after 2 years study, and the award of a diploma, he must spend a year at work under supervision, and at part-time study.
- (3) There is the possibility of entrance to a College of General Education (C.E.G.) or to one of the few Colleges of Technical Education (C.E.T.) where one can study for a technical diploma or the baccalaureat.
- (4) He can enter into one of the classical, modern, or technical lycees until 18.

This last course is often termed the Long Course, the second and third being short courses, (Appendices 5 Ki & II).

It can be seen that this decision at the end of the 'cycle' is very important since it determines the pupil's future career. Hence the importance given to adequate training of staff as well as a supply of information and help by the new Ministry.

However not all pupils will be expected to pass from the elementary classes to a "cycle d'orientation". The eventual target for the 4 year school (11-15 years) will be 70% of the school population

39. The plan for raising the school leaving age to 16 in 1967 has been postponed until 1972 (T.E.S. 25th March 1966). All pupils at 15 will have taken an examination - Brevet d'Etudes du Premier Cycle - which acts as a leaving certificate for those not entering into further education.

of any one year. Those not proceeding to the guidance phase (50% in 1965 according to Capelle, -1965) remain at the primary school where they are taught in terminal classes 11-14. The decision as to who will proceed to the guidance stage and who will remain in the primary school - based on a lack of academic ability - is made by the "conseil d'orientation" after consultation with the parents. The syllabus of these classes (11-14 years) have a practical bias, the aim being to give the pupils a rudimentary knowledge of technology, and the modern world. The work unit in these classes is the half-day not the lesson, and this allows scope for the teacher to expand on his information on employment by conducting a number of works visits and work experience courses.

France has thus radically and rapidly reorganised her secondary system of education, though much remains to be done in the way of completion and, particularly, of subsequent modification. The basic reason for change was an economic one - a need for greater technological knowledge by and a greater adaptability within the labour force of today and of to-morrow. The pupils will be made aware of the possible demands from the labour market in the 1970s, however no compulsion of course option will occur; the employment possibilities in each course chosen will be given to the pupils (H alls 1966 p.1291 & P.940). This economic need has produced a rationalising of the aims of education, which it is hoped will benefit the individual pupil, of all social classes.

The "conseil d'orientation" and the educational and vocational guidance centres with their concern for an objective knowledge of the individual and the communication of occupational information are the basis of the new education.⁴⁰

SWEDEN

As a result of the Act of 1950 Education in Sweden has been boldly revised, though the reforms will not be fully operational until 1972, for a variety of social reasons unity schools have been set up taking pupils from 7-16 years. The basic aim is to bridge social gaps and to open all doors to all people. Apart from discarding the attitude that there is a distinct difference between an intellectual and academic pupil and a practical pupil, and thus discarding selection and streaming, "the educational system in Sweden will be moulded by prospects of employment", (Dixon 1965 p.167). This is being made possible by the joint work of the Labour Market Board and the Central Bureau of Statistics which carries out investigations into labour prospects and predicts occupational trends (similar to France). This is part of the information available in vocational guidance. Furthermore in 1962 the Swedish parliament decreed that all school-children in Class 8 (15 year olds) should be given vocational

40. It must be remembered that such reforms are effective throughout all France since education is under a Central Department. This is in great contrast with Great Britain where piecemeal advance is carried out by individual L.E.A.'s.

guidance, and that also this should include practical work (3 weeks) in actual working conditions (PRYO). The actual legislation removed any legal difficulties from any previously existing legislation concerning children working in factories.

The Swedish Royal Board of Education is responsible for the organisation and administration of the scheme. It has been successful in presenting to the general public the need for practical vocational guidance for both boys and girls as part of the school syllabus.

The scheme depends upon the local education committees for the selection of places of work, and the necessary negotiations and co-operation with industrial concerns and the general public. In this work much help is obtained from the Ministry of Labour. The creation of interest within the school and the carrying out of the scheme is the responsibility of a vocational guidance instructor. He consults with both parents and the firms before allotting individual children to specific industries.

In order that both national and individual needs may be satisfied with respect to employment eventually entered, the Swedish educational system encourages the children to delay for as long as possible a vocational choice. This policy is pursued rigorously in Sweden where a large core of common subjects are retained throughout the educational system.⁴¹ Thus even in the 9th year, i.e. at 15 when

41. In classes 7-9 (ie. 13-16) 30 lessons a week are common. Maths (5) Swedish (3) English (5) religion (2) civics (1) Biology (3) physics (2) (D.Science 4) and P.E., music, art and handicrafts. See also "The Swedish Example". T.E.S. para.6, May 6th 1966. p.1401

vocational subjects become part of the elective course the pupil may easily change from one course to another whether it be commercially, technically or professionally biased. Even after leaving school there are an increasing number of institutions such as continuation and workshop schools where further full or part-time training can be obtained. "The variety of opportunity for vocational education seems endless" (Dixon 1965 p.149). Educational and vocational guidance is available to all pupils and parents individually. The school counsellor has no teaching commitments other than collective, compulsory guidance to all pupils in the 8th and 9th grades, and thus is able to carry out his work unhindered, as well as meet pupils and parents at almost any time.

Theoretical vocational guidance starts when the children are given lessons in civics (at 13-14 years). In these the classes are told about various professions and occupations, and their requirements for entry into them. Further information is given about pay, prospects, and unions. It is hoped that these topics will be of sufficient interest to the children to give them basic ideas of modern society, and to motivate them to further education and training, as well as a suitable occupational choice.

It would seem however that the opinions of the counsellors are being ignored, and that far too many pupils are electing for the academic, i.e. the prestige courses.^{42 43} Thus at the moment neither

42. The Swedish example TES. para. 7 onwards. May 6th 1966.

43. Cause of strike by Teachers who were demanding higher pay for teaching to small children. Oct. 29th T.E.S. 1966.

the social nor economic aims of the reform are being achieved. Will the U.K. in its reorganisation of secondary education be able to avoid these pitfalls?

THE SOVIET UNION

It is very difficult to obtain precise information from this country but from that which is available it seems that an important aspect of general vocational education is the inclusion of work experience. This has a two-fold purpose. Firstly to build up a knowledge of industrial conditions, (within the pupils) as well as a strong reliable character (i.e. motivated to work individually and co-operatively for the benefit of the State). Secondly there is a productive factor which requires all Soviet children to enter some form of productive labour. In this respect there is a great difference between U.S.S.R. and U.K. since in the latter school-children below the statutory leaving age are not allowed to work in industry, and the opinions of the Trades Unions are that neither this, nor work by older pupils should be encouraged.

The beginning of work experience is in the last 4 years of the 8 year school (i.e. from 12-15 years). During this time a broad understanding of scientific principles is obtained within the school curriculum and about 15% of school life is spent in school workshops, where in effect an extensive range of skills in metal working and electrical trades are practised.

From 15 to 17/18 the pupils are initiated into the factory or farm environment - 25% of their time is spent on work experience - where they carry out a variety of productive processes and are paid for their labour. Even in higher education, over half the students are involved in some productive work. Furthermore Diplomas in higher education are often only awarded on condition that ^{the} first year of post graduation work is satisfactorily completed. This work is frequently not of the students own choice.

However many educationalists are critical of some training schemes, where they do not reflect the need of the country, or where the machinery involved in the productive processes are obsolete. These are two important problems, the latter also being an expensive one. More recently there have been indications of discontent from the establishments of higher education at "the alarming lowering of academic standards in many secondary schools" resulting from the vocational element in the courses. Furthermore many children have received training in occupations which do not attract them and this has generally resulted in not only subsequent abandonment of the job at the earliest opportunity but also the lack of motivation has inhibited learning in general.⁴⁴

The positive advantages however are that as a result of a broad training the individuals can select their careers with greater

44. Times Educ. Supplement March 19th 1965. Report based on article in a Teachers Gazette in U.S.S.R.

certainty. This is a great contrast with the situation in the U.K. Furthermore the retraining of labour, a concomitant of industrial and technological expansion, is made easier by the insight and skill **acquired** in this period. The advantages of industry and education working together in this technological era is further demonstrated by the apparent ease with which entrants to science and engineering subjects are obtained. In Britain for the third year running (1967) the places in these studies at University have not been filled.

There are indications that such an opportunity of manual working for highly intelligent children has provided an outlet for creative ability which is illustrated in the activities of the out of school groups, and reflected in the rapid rate of technological development within the U.S.S.R.

However despite the "success" of these schemes, there is great concern about the misuse of talent, particularly so as the number of school leavers is very high at the present time in U.S.S.R. (**Bulge!**). This is reflected in the demands in a special article in the newspaper TRUD for the inclusion of vocational guidance as part of the work of educationists. "The psychological training of teachers in training colleges should be improved and they should be acquainted with the elements of vocational guidance." The article points to the more efficient way in which guidance is given in Poland, East Germany and Czechslovakia where a vocational guidance centre is found in every town.

Parent/school relationships are very efficient, and there are regular meetings of parents' committees which are obligatory in all schools. Apparently such is the social attitude to the part parents should play in education that rarely does any parent not show an interest. Such a situation is an advantage to the introduction of a proper guidance and counselling system (Elias 1967 p.8).

SUMMARY

From the study of the guidance work carried out in the above countries it is possible to recognise generally accepted needs in vocational guidance and also general developments consequent upon them. Firstly there is the acceptance of an all-embracing guidance system as an integral part of the school curriculum. At present the guidance systems are primarily concerned with vocational and educational matters, but increasingly provision is being made for social and personal aspects. The acceptance of the system within the framework of general education embodies an awareness of the desirability for long term guidance and an adequate provision of trained staff.

Secondly an appreciation of the need to achieve as great an understanding as possible of the individual is a corollary of the first. Such an understanding depends a great deal upon the use of tests, and a staff capable of administering and interpreting these.

The third need is for more information to be made available to the pupil, not only about the types of jobs, and their requirements, but also facts on future manpower needs.

This last point emphasises an important factor in the guidance situation, that of the labour requirements of a country. This is an aspect which appears to have been discarded or overlooked by vocational guidance staff everywhere for many years, as if it were a sin to interpose national need between the ideal of matching the individual to the job.

The folly of this is reflected in the rapid run-down of many traditional crafts and local basic industries as the application of technology to industrial activities has increased. This tendency and its concomitant effect upon unemployment has led to an awareness of the need to provide a good general education, where basic principles and an understanding of society today are valued as fundamental, rather than the acquisition of specific detailed subject knowledge. As a result retraining will be both easier and more acceptable.

Thus a fourth need is for a reassessment of the whole aims of education. As seen above this and other needs have been recognised and provision (at least theoretically) has been made for them to be met.

In Great Britain however such apparent universal needs seem to be ignored. There has been no concerted effort to promote guidance services within the schools, and the problems of "dual control" of the Y.E.S. is still unresolved.

Even more neglected has been the question of gaining a fuller understanding of the individual pupil by means of standardised

psychological tests. Only the recent publication "Counselling in Schools" shows any real sign of a recognition of both of these needs, by an influential body of people.

Although in this country sufficient information is available which describes jobs and the qualifications required for entry into them and into higher education, there is little information on job studies, and although a Manpower research unit has been developed within the last ~~few~~ years it has played little part in providing information for the guidance services. Throughout the countries, discussed above, there is in process a reassessment of the aims and role of education. In conjunction with this there is an inexorable change, throughout the world, and especially in Europe, towards comprehensive or democratic schooling, a system in which vocational and educational guidance becomes essential.

Generally Great Britain appears backward in the development of vocational and educational guidance in comparison with the other countries of Europe and the U.S.A. However these countries have experienced many difficulties in implementing and rationalising their schemes. Therefore Great Britain could benefit in the long run from its cautious approach to the acceptance and development of similar schemes.

However, as in the U.S., and despite the encouragement which eventual total comprehensive education will give to the development of guidance services, education in Great Britain lacks the centralising

character that can ensure that an accepted need is provided for obligatorily throughout the country. In this respect freedom in our educational system allows an L.E.A. or an individual school to deprive its pupils of proper educational and vocational guidance.

CHAPTER VI

THE ROLE OF INTERESTS AND INTEREST TESTING IN VOCATIONAL GUIDANCE

It has been accepted for many years by those involved, theoretically and practically, that successful vocational guidance - resulting in satisfaction for both employer and employee - is dependent basically on the matching of the individual to the job.¹ To do this effectively it is necessary to assess the abilities and the inclinations of the individual, and at the same time, to take note of the range of opportunities for employment and training available. Therefore the interests of the pupil should be studied and assessed as a part of the vocational guidance procedure. It is readily accepted that interests themselves are not a sufficient guide to the suitability of occupational choice.^{2,3} In the first place young people may have interests that have developed only within a limited home (social) environment.⁴ Their experience of the range of jobs will be negligible. Secondly interest can indicate only the type of job that would be acceptable, not the level of occupation that could be obtained.⁵

1. Since the publication of "Choosing a Career" 1909 by Parsons.

2. Strong, E.K. (1928 p.16) "Interests are an indeterminate indicator of success".

3. Rothney, J.W.M., Danielson, P.J., Heimann, R.H., 1959. pp.282-319.

4. Martin, F.M. (1954 p.68)

5. There does seem to be, however, some relationship between range of interests and of ability in relation to potential success and satisfaction. The need for a greater understanding of this relationship is stressed by Rodger, A. 1965 pp.215-219.

Despite these difficulties, the role of interests is of vital importance since they themselves not only affect the type of work that will be chosen but may play a significant part in the fullest and most effective use of the abilities of each individual. This is suggested by the recent opinion amongst psychologists that should a theory of motivation be formulated, interests should play a significant part in this.⁶

For these reasons, and despite his original doubts about their importance,⁷ Rodger has said that general and persisting inclinations or interests have been "commonly underrated", and are little understood.^{8,9} "Possibly for example in the world of employment, where people are freer to work or not to work than they usually are at school, inclinations may often be of far greater importance for success than capacities. Conceivably, also, the general and persisting capacity most valuable in the world of employment may be less like the 'intelligence' of educational psychologists than we have sometimes supposed."¹⁰ The production of such evidence however is dependent

6. Review of Educ. Research Vol. XXXV No. 1 Feb. 1965

7. Rodger, A. 1933 pp. 187-196

8. Rodger, A. 1965 pp. 215-219.

9. This opinion is the contention of Battachanga, (1963) "op. cit.". He goes on to say that prediction of future success "may be better achieved by incorporating personality variables and that these may play a much larger part than was originally conceived by those who sought to rely solely on ability variables for this purpose."

10. Rodger, A. & Cavanagh, P. 1962.

upon occupational studies. Such studies and the subsequently developed occupational classification do not appear to have been carried out or produced either in Great Britain or the United States, indeed one writer comments - "Finding an acceptable taxonomy of interests remains a vexing problem. To assume that interest scores reflect intrinsic satisfaction with given tasks or occupational activities, seems to suggest an easy solution. Actually there is no clear cut, completely objective system of occupational classification. Many jobs with the same name differ considerably, moreover persons in a given job may utilise different psychological functions"¹¹

However some sort of relationship between interests and specific occupation have been well demonstrated by certain tests developed in the U.S.A.¹²

WORK ON INTERESTS

Although most work on interests and their possible importance has been carried out in Britain only since the Second World War, the topic has been studied in great detail and depth in the U.S.A. since the 1930s.

The use of interest inventories in the U.S.A. seems to be the widely accepted method of obtaining such information, despite the fact that there is still some controversy concerning the relative merits of expressed, compared with measured interests.¹³ The most

11. McCall, J. Chap.V in Rev. of Educ. Research op. cit.

12. Particularly the Strong Vocational Interest Blank and the Kuder Preference Record.

13. McCall, J. op.cit.

thoroughly studied and understood inventory is that designed by Strong - "The Strong Vocational Blank" (S.V.I.B.). This test, which originated in 1927, has recently been revised, but still can be scored for only a limited number of occupations, (about 50 male and 30 female). The test is based on empirically proved relationships between occupations and patterns of irrational likes and dislikes. The patterns that are produced however, although they relate only to such a few specific occupations, are widely used as a basis for guidance in more general occupational terms and as a basis for estimating educational success.¹⁴ (This is especially so as the techniques of factorial analysis have become more widespread). This test is usually scored by machines but this considerably increases the cost of administration.

The Kuder Preference Record, developed in the early 1930s and published in 1939, scores for 10 basic vocational interests factors. It competes very effectively with the S.V.I.B. in schools and colleges in the U.S.A. and is particularly favoured by women.¹⁵ The Kuder Preference Record has the advantage of simplicity of scoring even by the examinees themselves. However the saving in administration expenses is perhaps offset by the ease with which faking is possible because of the obvious vocational content.

Despite the outstanding importance and acceptance of the K.P.R. and S.V.I.B. there is little correlation between the two.¹⁶

14. Super, D.E. and Crites, J.O. 1965 p.437

15. Malcolm, D.D. 1950 pp.91-98

16. Super & Crites op.cit. p. 473

This in itself is indicative of the fact that there is no generally accepted theory of interest development despite the empirically successful results.

Many other interest tests¹⁷ have been developed but have not been studied in sufficient detail or over a sufficient length of time for valid predictions to be made, except with regard to the Allport-Vernon Study in Values, and the more recently developed tests by Long, Pierce-Jones, and Carter.^{18,19} These last two together with the work of Clark²⁰ have paid particular attention to the needs of the skilled, semi-skilled and unskilled sections of the community, since both the S.V.I.B. and the K.P.R. are primarily concerned with the business and professional occupational element. This is particularly so according to Darley and Hagenah (1955)

because the developed and accepted interest tests have been based on intrinsic interests predominantly reflecting the importance of internal feelings of accomplishment and involvement in work as a source of satisfaction. Such feelings seem to lie predominantly amongst the upper and upper middle sections of the community.

In contrast they believe that the lower occupational groups derive satisfaction mainly from sources external to their work. Thus work

17. Tests such as "the Cleeton Vocational Inventory" 1943, "The Lee-Thorpe Occupational Interest Inventory" 1943, "The Michigan Vocabulary Profile Test", 1949. (See pages 498-507 Super & Crites).

18. Long W.F. "Job Preference Survey" 1952.

19. Pierce-Jones, J. & Carter, H.D., developed Pictorial Interest Inventory 1954.

20. Clark, K.E. "The Vocational Interests of non-professional men" University of Minnesota Press 1961.

means different things at different levels; below some point in the occupational hierarchy work is primarily a means to an end, (security) and the tasks of the job are not in themselves interesting, challenging or satisfying. Vernon (1953) in his studies, has found that "interest tests tend to be less effective amongst average or dull clients". However Super says they are more suitable than relying entirely upon expressed interests. In general, then it can be seen that certain interests tests are inappropriate for certain people.

Further criticism of such tests is offered by Cronbach (1964) who denies that any benefit can be obtained from using an interest test, when interests as such, according to Strong himself, show few signs of stability until 17 years of age, but more particularly until the age of 20 or so. Such tests are also easily faked, and although Vernon thinks that despite this students would realise the benefit of truthfulness if the results were being used for guidance only. Barry and Wolf (1962) however doubt whether children who are hostile to school will be so realistic. Others question the reliability and validity of interest tests altogether and urge Counsellors not to use them.²¹

IMPORTANCE OF INTERESTS

Most writers seem agreed upon the importance of interests in decision making situations and in eventual success and satisfaction^{22, 23, 24, 25}

21. Rothney, Danielson, & Heimann 1959.
22. Kendler, H. 1963 pp.670-679.
23. Powell, M. & Bloom, V. pp.339-350.
24. McGuffin, S.J. 1958 pp. 180-182.
25. Super, D.E. 1957.

"It is often believed that a strong interest in a task, whether at school or at work, is an essential or at least a vital factor in the achievement of the best results".²⁶ Super says there is "something magnetic about interests, pulling people in their direction and holding them in place once there."²⁷ For these reasons there seems to be a need for the study of interests as well as aptitudes and abilities as important factors in educational and vocational guidance. In the interview situation the importance of this aspect is seen in the increasing use of the "seven point plan" (Rodger) where interests and dispositions (points 5 and 6) are sampled and subjectively measured, together with capacities and opportunities.

In some instances interest tests have been used successfully for the prediction of educational achievements when screening on an ability basis has already taken place.²⁸ Berdie,²⁹ following up students 10 years after they had been given a battery of tests on entering college, found that "interest measures gave the best differentiations, achievement tests next and aptitudes least" in respect to success at college and success and satisfaction in employment.

Despite the importance of interests as a factor in predicting

26. Wiegema, S. and Barr, F. 1959 pp.39-68.

27. Super, D.E. 1949 p.453.

28. Ibid p. 454.

29. Berdie, R.F. Jour. of Appl. Psychol. 39 pp.103-104.

both vocational stability and satisfaction³⁰ and educational success there is much controversy concerning the most efficient way of discerning interests. For claimed or expressed interests (i.e. those the client says he has), manifest interests (i.e. observed interests) inventoried interests (i.e. obtained from an inventory), and measured interests (obtained by a test of objective knowledge about the interest) propounded by Super (1949) - there are both protagonists and objectors. Some writers decry the value of interests in general and expressed interests in particular on the grounds that they are ephemeral. However despite these objections the researches of Darley and Hagenah (1965 p.65) show that there is considerable permanence ~~and~~ of interests over both the long and short term. They also indicate that, "a significant relationship does exist between claimed and measured interests." However they are less permanent over a long period of time. A 14 year follow up³¹ supports this claim. This survey found that expressed interests were particularly valid for those pupils of higher social classes and particularly who attended private schools. They are also valid for pupils of high ability and for this reason Super (1949 p.454) emphasises the need for a good interest inventory for the less able pupil.

30. According to Super 1949, pp. 451-453 interest cannot be used as a predictor of vocational success even when the needed abilities are present, "however the evidence of the part played by interests in satisfaction is impressive." See also pp.218-224. Super 1957.

31. McArthur, C. & Stevens, L.B. 1955.

Interests however do not differentiate women as effectively as men. ~~This may be a reflection of the limited number of openings for women as effectively as men.~~ This may be a reflection of the limited number of openings for women in general and therefore a corresponding inhibition of potential interests. Super (1949 p.446) thinks that the major cause is the overriding desire for women to be housewives.

Although the differences concerning the method of discovering interests still exist, Berdie (1950) says that "as long as measured (objective) interests have a relevancy for vocational satisfaction and as long as self-estimated (subjective or expressed) interests play an important role in the vocational deliberations of individuals, both types of interest must be considered."

THE DEVELOPMENT OF A THEORY OF INTERESTS.

Attempts have been made to present an acceptable theory of Interest Development which would be invaluable to the planning of the vocational guidance programme and could be a framework on which to validate tests. The first systematic analysis and sorting of tests of interests was carried out by Fryer (1931),³² who considered the appropriate works produced in the previous ten years. He said

32. Though Arnold, F. (1908) pp. 462-463 had summarised the work of earlier writers on interests.

that interests were separate from emotions, abilities etc. and that interests were manifested in two ways - subjectively - by stating likes, dislikes and indifferences, (cognitive) and objectively - by reacting to specific situations (conative and emotive elements). Very little work has subsequently been done on objective interests because of the difficulty of separating the effects of achievement or knowledge from scores obtained on information tests.

Fryer(1931) p.348, stated that motivation was completely separate from interest. It is in this respect that the biggest change in the studies of interest and the formulation of an interests theory has taken place because in recent years writers, such as Super, have placed interests firmly within the field of motivational forces.

This was apparently first suggested by Carter (1940 p.185-191) who was the first person to propound a theory of the development of interests. He was the first person to present the concept of the dynamic nature of interests, particularly with respect to the influencing forces of social background as well as of the individual basic strivings for a self-concept. This latter point has been taken up most effectively by Super and others in recent research surveys.

The undoubted effect of environment as a matrix in which interests blossom or lie dormant cannot be denied, when reference is

made to recent sociological studies.^{33,34,35.} The limitations imposed upon individuals and their potential interests by the economic and social structure of the immediate family and of the immediate region is well illustrated in the North of England where the range of employment, especially in the "white collar" sphere is much more restricted than in many other regions and where fewer people take advantage of higher or further education facilities. It is also illustrated in the case of girls, where models for feminine behaviour are more immediately available than those for masculine, because the role and influence of mother is an essential aspect of family life.

Super (1962 p.410) although accepting the modifications and influences of environment, sees interests also as a "product of interaction "between this factor and "inherited neural and endocrine factors." He goes on to say "some of the things a person does well as a result of aptitudes bring him the satisfaction of mastery or the approval of his companions, and result in interests. Some of the things his associates do appeal to him and, through identification, he patterns his actions and interests after them; if he fits the pattern really well he remains in it, but if not, he must seek

33. Douglas, J.W.B. (1964).

34. Roe, A. (1956).

35. Evans, K.M. (1965) quotes the findings of Mac Farlane in an unpublished M.A. Thesis (London) "A study of choice of careers in a group of adolescents."

another identification and develop another self-concept and interest pattern."

By the time of adolescence most young people in the industrially developed parts of the world have sampled, in different ways, a small variety of different occupational activities, they have experienced the influence and example of other human beings, especially those belonging to the immediate family, consequently self-concepts have begun to take a definite form, and interest patterns develop, which tend to become permanent by adulthood. Super contends that individuals are qualified by their pattern of interests, abilities and personality characteristics to succeed in a number of occupations and that occupations themselves have overlapping patterns of these characteristics. The blending of the two patterns, resulting in individual success and satisfaction, is seen as a continual process of five main stages - growth, exploration, establishment of choice through trial and error, stability and eventual decline with age.

The stability of interests is explained by Bordin (1943) as a result of inertia, that is an increased involvement in a particular sphere whether educational, vocational, or both. However although stability may be explained generally what actually causes it specifically, and how it can be predicted, is as yet unknown. The question asked by Weigesma & Barr (1959), "how can we judge the basic psychological needs of the student from his present interests and how far does this presumably fundamental pattern predispose him to form

those interests which foster success?" remains unanswered.

There is as yet controversy as regards the number of interest factors which exist and need to be measured. Guildford (1954) hypothesised the existence of 33 factors but more recently Super & Crites (1962) and King and Norrell (1964) have put forward 7. Thus according to McCall³⁶ there is much that remains to be done before interests can be ~~directly~~ translated in psychological processes concerned with motivation, learning or personality, since none of the last three are yet fully understood. The issues are still clouded by the nature-nurture controversy.³⁷ Generally, therefore, it can be said that little progress in the theory of interest development has taken place. Advances only seem to have been made in the field of applying and evaluating testing techniques. It is unlikely then that a complete theory regarding the origin and development of occupational interests will be produced for some considerable time.³⁸

Although these attempts at presenting a theory of vocational interest development are valuable there is doubt as to whether the findings in America are applicable to Britain where both the educational and occupational environment is so different. Chown (1958)

36. McCall (1965).

37. Koestler, A. (1965).

38. For this reason Rothney, Danielson & Heimann suggest (pp.282-319) that interest tests should be regarded sceptically and that in their place the words of Shaffer and Buros (p.70 1949) should be accepted instead. "Those who have real professional training will not need a system. Those who lack psychol. knowledge will help pupils more effectively by using simple human warmth and interest than by thumbing a handbook of over-simplified recipes."

attempted to relate Ginzberg's developmental theory to British conditions but found it was possible only with considerable modifications. However with this reservation in mind, the researches carried out on interests in America can be of use in that fundamentally they show that these are basic factors that play an important part in job choice and satisfaction, and educational choice and success. Furthermore interests patterns are well developed by the age of 15-16 years and become increasingly stable by the age of 18-20 years. Hebron (1966) says that the structuring of the adolescent is such that he is capable of contemplating increasingly remote goals. In this last respect a knowledge of such a pattern would be invaluable to the vocational and educational guidance procedures in this country.

However interest measurement can provide only part of the guidance procedure, supplementing but not replacing information, preferably tested information on general and specific abilities and aptitudes. Since it has been shown above (and in more detail by Super and Crites (1962 pp.384-411) that the range of interests is a reflection of the wealth of information and other stimuli existing in the individual's environment, the school in its guidance programme must attempt to remedy the cases where the environment is notably deficient. It is because of this interplay and influence of socio-economical factors on interests that Wall (1958) advises caution when attempting to make use of pupils' interests. With Evans (1965 p.119) he would agree that "any guidance, whether educational or

vocational, should not be based on expressions of interest without making sure that these are founded on accurate information." He contends that it is more important to know how an interest is expressed rather than to know of its existence where guidance is involved.

With the reservations of the last two in mind, but more particularly with reference to the attitudes of those thinking that interests are of considerable importance in a satisfactory choice of job, The Rothwell-Miller Interest Blank was administered to a wide range of young people in West Hartlepool. This Blank unlike most of the other available tests of interest is not of American origin, and although it originated in Australia and the initial norming and validating was carried out there it is at this moment being developed and normed for English conditions. In fact one result of this work has been the provision of information to Dr. Miller for his recently published manual. The basic rationale of this blank is that many persons hold stereotyped conceptions, accurate or often false, about jobs, and consequently base their job choice on them. That such stereotypes exist and therefore strongly influence a person's conception of a job is the basic philosophy of the test; the test reflects the attitudes of people to their stereotyped ideas of jobs.³⁹

39. This is taken from ^{the} uncorrected proofs of the Manual for the Rothwell-Miller Blank to be published in 1968 by the N.F.E.R. and kindly loaned to me by Dr. Miller.

The information obtained from this test, and from a re-test of a limited sample of young people, together with other information on interests obtained from the questionnaires of 1965 and 1966 forms the basis of the following Chapter, which studies the strength of vocational interests.

CHAPTER VII

RESULTS OF INVESTIGATIONS INTO THE STRENGTH OF INTERESTS

This Chapter is necessarily long and detailed since it describes the findings of the various investigations of the number of groups which the study has involved. This being the case headings have been used frequently in the interest of clarity.

The investigations were carried out over a period of three years. For a number of reasons they involved four different age groups of children. However more attention was paid to one group (1) which was the largest and which included boys and girls attending both modern and selective schools.

Initially it was hoped that the whole of this age group in West Hartlepool could be used during the survey but for many reasons, some mentioned in Chapter 3, this aim became increasingly difficult to attain. In the end the proportion of this group which answered all the forms which were administered was about 50% of both the modern and selective school populations.

It must be pointed out, therefore, that this population may not be a true sample of the whole age group and that it is a population in an area with an occupational and social setting very different to large parts of the country.

The investigation has been concerned with both expressed and

inventoried interests. As stated in the introduction its aims have been:

- (a) to discover how far the vocational aims of children near to the school leaving age were in accordance with occupational opportunities, (i.e. providing an assessment of realism of choice),
- (b) to find out how stable the expressed and inventoried vocational interests proved to be,
- (c) to present some of the factors which seem to make for a realistic vocational choice and to indicate steps that might be taken that would be of value to the vocational and educational guidance process locally.

Studies similar to this have been carried out elsewhere in the U.K. and in U.S.A. Early studies especially in the U.S. during the 1920s and 1930s showed children to be alarmingly unrealistic.¹ Studies in Britain have shown a tendency towards over-ambition but not so markedly as in the U.S.² Recent studies by Wilson (1953) and Veness (1962) bear this out. In fact they indicate a growing realism in vocational choice.

METHOD OF INVESTIGATION

GROUP ONE. All third year secondary school children were asked to complete a questionnaire in April, 1965 (Appendix 3.A). In 1966, about 11 months later, a second, and virtually similar questionnaire was administered to them (Appendix 3.B). The first questionnaire obtained both expressed and fantasy vocational choices (QS. 2 & 3),

1. Sewell, Haller & Strauss (1966).

2. Pallister (1939), Freeston (1939) Jahoda (1949).

the second one only the expressed choice (Q.2). Later in 1966 (May) the Rothwell-Miller Interest Blank was administered to the modern school pupils who by then were nearing the end of their school career. It was not administered to the selective school pupils of that group until 1967 when, theoretically, they were school-leavers. This Blank revealed inventoried interests. As a result of the administration of the questionnaires an indication of the stability of interests over one year was obtained and it was possible to evaluate a relationship between expressed and fantasy vocational choices or interests, and inventoried interests.

The suitability of realism of vocational choices were judged by reference to the pupil's fitness for the occupation, (in this case educational status)³, the availability of occupations, by reference to the inventoried interests, and by reference to their reaction to questions 7. & 8. (1965 Questionnaire) and 5 and 6. (1966 Q), which sought information on what they would like or dislike about their jobs.

This group was later followed up to see firstly if the young

3. The basis for judging this was somewhat limited. No secondary schools measured the intelligence or used any psychometric measuring devices on their pupils. Such information was last obtained in the 11+ situation. The L.E.A. however regarded this information as highly confidential. It was not even possible to differentiate pupils in relation to their classes in school since some schools did not "stream" their pupils, and some schools only had one class. Therefore the only differentiation possible was between selective and modern school pupils.

people had achieved their ambitions and secondly, by a further follow-up two years later, to see if the job had been suitable and satisfactory. The basis for judging this was continued employment in the job initially entered, or if eventually the expressed and/or inventoried job had been achieved after a period of time in a temporary appointment. The necessary information for the majority of the above conditions was obtained from records at the Department of Employment and Productivity.

GROUP TWO.

During 1966 all the fifth form members of the selective schools were asked to complete the Rothwell-Miller Blank⁴. These pupils had previously answered the 1965 questionnaire (Appendix 3.A)⁵, ^{so} it was decided to continue this group both for the benefit of this study and for Dr. Miller's statistics. Therefore a year later in 1967, these pupils, then in the lower sixth form, were asked to complete the R.M.I.B. again. Since the reliability of the test had already been ascertained⁶, it was hoped that this survey would provide an indication of the stability of occupational interests between the ages of 16 and 17 years.

4. This was administered to this group in order to provide a large sample of 16 year old selective pupils for Dr. Miller, who had kindly supplied the Blanks, and who was in the process of compiling his manual (1968) for the N.F.E.R.
5. All these pupils as fourth formers in 1965 had answered the questionnaire so that differences between two separate age groups could be ascertained.
6. R.M.I.B. Manual (1968). Uncorrected proofs.

GROUP THREE.

In 1965 the R.M.I.B. was administered to the fourth form pupils at St. Francis Grammar School, rather than to the fifth form. This same group, then 5th formers, completed the R.M.I.B. again in 1967. Thus the stability of occupational interests could be examined amongst this small group (20) of 15-16 year olds.

GROUP FOUR.

This group was predominantly those 6th form pupils who were interviewed individually about their job and educational decisions. This was reported fully in Chapter 3. A large majority of these pupils also completed the R.M.I.B., as did many 18 year old school leavers from other selective schools.⁷

The study, therefore, is primarily concerned with GROUP ONE over a period of two years at school and two years at work. However in order to give another temporal background other groups, of

7. That a number of unconnected groups should be used in such a study obviously, in some way, detracts from the value of the work. However these groups "developed" as a result of the character of the work (part-time) which necessitated using immediate available time, and dependence for the administration of questionnaires and Interest Blanks upon the co-operation and good offices of the heads and staffs of the secondary schools. That mistakes should be made, and even that completed forms should be lost by the schools is understandable. The writer feels however that his attempt to get as large a sample as possible of a particular year group was valid and that it was only with a large number that meaningful results could be obtained. A smaller, easily controlled, group from fewer schools would have been unrepresentative; a smaller representative sample would undoubtedly have created greater administrative problems for each school.

different ages have been used. Thus an attempt has been made to obtain an overall view in West Hartlepool.

TABLE 7.1. YOUNG PEOPLE INVOLVED IN THE INVESTIGATION

| | | GROUP ONE (3rd.form) | | GROUP TWO ("school leavers") | | GROUP THREE (3rd. form) | GROUP FOUR (6th.form) |
|-----------------|----|-------------------------|-------|---------------------------------|-------|----------------------------|--------------------------|
| | | 1965 | | 1965 | | 1965 | 1965 |
| | | Boys | Girls | Boys | Girls | Boys | Boys |
| 1. 1965 | SM | 360 | 308 | 230 | 113 | - | |
| Questionnaire S | | 207 | 224 | 170 | 212 | 23 | |
| 2. 1966 | SM | 234 | 291 | None | | None | (Interviewed 83) |
| Questionnaire S | | 81 | 131 | None | | None | |
| 3. 1966 | SM | 249 | 214 | - | - | | |
| R.M.I.B. | S | - | - | 169 | 132 | 23 | 43* |
| 4. 1966 | | | | | | | |
| Daw's Factors | | | | | | | |
| in Job Choice S | | - | - | 169 | 123 | - | - |
| Blank | | | | | | | |
| 5. 1967 | | | | | | | |
| R.M.I.B. | S | 169 | 209 | 75 | 101 | 21 | - |
| Those answering | SM | 268 | 217 | - | - | - | - |
| 1 & 2 | S | 81 | 122 | - | - | - | - |
| 1,2 & 3 (or 5) | SM | 155 | 124 | | | | |
| | S | 80 | 112 | | | | |
| 3 & 5 | S | | | 71 | 77 | 20 | |

*about 130 6th.form pupils at the other selective schools also completed the 1966 Blank for the National Sample.

ADMINISTRATION OF QUESTIONNAIRES AND BLANKS

The questionnaires and Blanks were normally administered in the careers lessons in the modern schools. Their relevance to careers lessons was obvious and little explanation was necessary other than

the fact that they were confidential. In selective schools they were administered either in normal lessons or the pupils completed them at home. Neither the questionnaires nor the Blank required any special training for their administration, and they had no time limit.

TABLE 7.2

JOB CHOICES & FANTASY CHOICES 1965 & 1966 AND EMPLOYMENT ENTERED 1966 : RELATIONSHIPS BETWEEN THESE.

SECONDARY MODERN BOYS N= 268 N= 155

| Occupation | 1966 | | 1965 | | | | 1966 | | | | Expressed & Fantasy choices | | | | | | | | Job/course similar to | | | |
|----------------------|-------------|------|------------------|------|----------------|------|------------------|------|----------------|------|-----------------------------|------|--------|-----|--------------------------------|-----|--------|-----|-----------------------|------|----------|------|
| | Job entered | | Expressed choice | | Fantasy choice | | Expressed choice | | Fantasy choice | | Similar | | Differ | | Similar but high in type grade | | Differ | | Expr. ch. | | Fan. ch. | |
| | N | % | N | % | N | % | N | % | N | % | '65 | '66 | '65 | '66 | '65 | '66 | '65 | '66 | '65 | '66 | '65 | '66 |
| Apprenticeships | | 43.5 | | 42.2 | | 28.1 | | 61.9 | | 61.7 | | | | | | | | | | | | |
| <u>Building etc.</u> | | | | | | | | | | | | | | | | | | | | | | |
| Bricklaying | 2 | 0.7 | 3 | 1.1 | 3 | 1.1 | 6 | 2.2 | 4 | 2.6 | - | 3 | 1 | - | - | - | 2 | 1 | 1 | 2 | - | - |
| Plumbing | 5 | 1.9 | 2 | 0.7 | | | 11 | 4.1 | 3 | 1.9 | - | 1 | - | 5 | - | - | 2 | - | - | 5 | - | - |
| Woodwork | 10 | 3.7 | 14 | 5.2 | 9 | 3.5 | 20 | 7.5 | 16 | 10.4 | 7 | 11 | 1 | 2 | 1 | - | 5 | 1 | 3 | 9 | 3 | 7 |
| Electrical | 32 | 12.9 | 29 | 10.8 | 21 | 7.8 | 50 | 18.7 | 30 | 19.4 | 14 | 18 | 6 | 8 | 1 | 2 | 8 | 4 | 14 | 22 | 8 | 11 |
| <u>Engineering</u> | | | | | | | | | | | | | | | | | | | | | | |
| Mechanical | 17 | 6.3 | 34 | 12.8 | 22 | 8.2 | 24 | 9.0 | 20 | 12.0 | 12 | 9 | 7 | 5 | 2 | - | 13 | - | 7 | 9 | 2 | 7 |
| Fitter, welder. | 33 | 12.4 | 16 | 6.0 | 7 | 2.6 | 33 | 12.4 | 19 | 12.2 | 4 | 13 | 7 | 6 | 1 | - | 4 | 3 | 5 | 14 | 4 | 6 |
| Other | 13 | 4.9 | 10 | 3.7 | 8 | 3.0 | 13 | 4.9 | 2 | 1.3 | - | 1 | 7 | 2 | - | - | 3 | - | - | 5 | - | - |
| Draughtsman | 2 | 0.7 | 5 | 1.9 | 5 | 1.9 | 3 | 1.1 | 3 | 1.9 | 2 | 2 | 1 | - | 2 | - | - | - | 1 | 2 | 1 | 2 |
| <u>Transport</u> | | | | | | | | | | | | | | | | | | | | | | |
| Driver | | | 2 | 0.7 | 6 | 2.2 | 1 | 0.3 | 3 | 1.9 | - | 1 | 1 | - | 1 | - | - | - | - | - | - | - |
| Others | 46 | 17.2 | 42 | 15.7 | 3 | 1.1 | 33 | 12.4 | 1 | 0.6 | 3 | - | 3 | 1 | - | - | 2 | - | - | - | - | - |
| Merch. Navy | | | 8 | 3.0 | 8 | 3.0 | 5 | 1.9 | | | 3 | - | 3 | 1 | - | - | 2 | - | - | - | - | - |
| <u>Defence</u> | | | | | | | | | | | | | | | | | | | | | | |
| Air | | | 4 | 1.5 | 7 | 2.6 | | | 2 | 1.3 | 3 | - | - | - | 1 | - | - | - | - | - | - | - |
| Land | 1 | 0.3 | 6 | 2.2 | 8 | 3.0 | 3 | 1.1 | 3 | 1.9 | 1 | 2 | 3 | - | - | - | 2 | - | - | - | - | - |
| Sea | 1 | 0.3 | 7 | 2.6 | 9 | 3.3 | 3 | 1.1 | 2 | 1.2 | 6 | 1 | 1 | 1 | - | - | - | - | - | 1 | 1 | 1 |
| Printing | 1 | 0.3 | 1 | 0.3 | 1 | 0.3 | | | | | 1 | - | - | - | - | - | - | - | - | - | - | - |
| Clerical | 6 | 2.2 | 10 | 3.7 | 2 | 0.7 | 9 | 3.3 | 2 | 1.3 | 2 | 1 | 5 | 2 | - | - | 3 | 1 | 5 | 7 | - | 2 |
| Shops/warehouse | 24 | 9.0 | 20 | 7.5 | 14 | 5.2 | 13 | 4.9 | 4 | 2.6 | 3 | 1 | 7 | 3 | 5 | - | 5 | 1 | 5 | 7 | 2 | 2 |
| Art | | | | | 5 | 1.9 | 2 | 0.7 | 3 | 1.9 | - | - | - | 1 | - | - | - | - | - | - | - | - |
| Sport | | | 1 | 0.3 | 13 | 4.9 | 1 | 0.3 | | | 1 | - | - | - | - | - | - | - | - | - | - | - |
| Farming etc. | | | 9 | 3.3 | 9 | 3.3 | 1 | 0.3 | 3 | 1.9 | 2 | - | 3 | - | 3 | - | 1 | - | 2 | 1 | 1 | - |
| Proppy | 1 | 0.3 | 2 | 0.7 | 2 | 0.7 | 3 | 1.1 | 3 | 1.9 | 1 | 2 | 1 | - | - | - | - | 1 | 1 | 1 | - | - |
| Labourer | 13 | 4.9 | | | | | | | | | | | | | | | | | | | | |
| Miscellaneous | 36 | 12.7 | 31 | 11.6 | 77 | 28.8 | 24 | 9.0 | 25 | 16.2 | 11 | 9 | 5 | 5 | 4 | 2 | 13 | 3 | 5 | 10 | 5 | 7 |
| Don't Know | | | 12 | 4.5 | 19 | 7.1 | 10 | 3.7 | 7 | 4.5 | 3 | 1 | 9 | 2 | - | - | - | 2 | - | - | - | - |
| Further Educ. | 25 | 9.3 | | | | | | | | | | | | | | | | | | | | |
| TOTAL | 268 | | 268 | | 268 | | 155 | | | | 79 | 76 | | | | | | | 61 | 112 | 27 | 47 |
| | | | | | | | | | | | % | 29.5 | 49.1 | | | | | | 22.8 | 41.7 | 10.1 | 30.6 |

* Rothwell Miller Interest Blank not completed by Easter leavers

+ 6 of these were unemployed

TABLE 7.3.

**JOB CHOICES & FANTASY CHOICES 1965 & 1966 AND EMPLOYMENT
ENTERED 1966 : RELATIONSHIPS BETWEEN THESE.
SECONDARY MODERN GIRLS N = 217 N[†] 124**

| Occupation | 1966 | | 1965 | | | | 1966 | | | | Expressed & Fantasy choices | | | | | | | | Job course | | | |
|--------------------------|-------------|------|------------------|------|----------------|------|------------------|------|-----------------------------|------|-----------------------------|------|--------|-----|----------------------|-----|------------------------|-----|---------------------------|------|----------------|-----|
| | Job Entered | | Expressed choice | | Fantasy choice | | Expressed choice | | Fantasy choice [†] | | Similar | | Differ | | Similar-higher grade | | Differ in type & grade | | similar to express choice | | fantasy choice | |
| | N | % | N | % | N | % | N | % | N | % | '65 | '66 | '65 | '66 | '65 | '66 | '65 | '66 | '65 | '66 | '65 | '66 |
| Shops | 54 | 24.9 | 56 | 25.8 | 15 | 6.9 | 56 | 25.8 | 29 | 23.5 | 10 | 24 | 18 | 2 | 2 | | 26 | 3 | 22 | 40 | 6 | 2 |
| Office | | | | | | | | | | | | | | | | | | | | | | |
| Shorthand Typing | - | - | 13 | 6.0 | 15 | 6.9 | 10 | 4.6 | 9 | 7.3 | 6 | 6 | 5 | 2 | 1 | - | 1 | 1 | 10 | 7 | 2 | 8 |
| General Comptometer | 17 | 7.8 | 26 | 12.0 | 3 | 1.4 | 47 | 21.6 | 17 | 13.8 | 2 | 16 | 5 | 5 | 3 | 1 | 16 | - | 10 | 27 | 1 | 6 |
| Telephonist/receptionist | 6 | 2.7 | 3 | 1.4 | 1 | 0.5 | 6 | 2.7 | 5 | 4.0 | 1 | 3 | - | 2 | 1 | 1 | 1 | - | 2 | 5 | 1 | 3 |
| Hospital Nurse | 1 | 0.5 | - | - | 1 | 0.5 | 3 | 1.4 | 1 | 0.8 | - | - | - | 1 | - | - | - | - | - | 1 | - | - |
| Nursery Nurse | - | - | 4 | 1.8 | 11 | 5.1 | 2 | 0.9 | 5 | 4.0 | 3 | 1 | 1 | 1 | 1 | 1 | - | - | 1 | 2 | 1 | 1 |
| Farming | 3 | 1.4 | 7 | 3.2 | 22 | 10.2 | 8 | 3.7 | 6 | 4.8 | 3 | 3 | 4 | 2 | - | 1 | - | 1 | 1 | 3 | - | 2 |
| Work with anims. | - | - | 2 | 0.9 | - | - | 1 | 0.5 | - | - | - | - | - | - | 1 | 1 | 1 | - | 1 | 1 | - | - |
| Cookery | - | - | 9 | 4.1 | 5 | 2.3 | 5 | 2.3 | 4 | 3.2 | 6 | 3 | - | - | 3 | 1 | 1 | 1 | 2 | 3 | 1 | 1 |
| Dressmaking | 1 | 0.5 | - | - | - | - | 1 | 0.5 | - | - | - | - | - | - | - | - | - | - | - | 1 | - | - |
| Hairdressing | 1 | 0.5 | 1 | 0.5 | 2 | 0.9 | 1 | 0.5 | 2 | 1.6 | - | 1 | - | - | - | - | 1 | - | 1 | 1 | - | 1 |
| Factory | 8 | 3.7 | 19 | 8.8 | 28 | 12.9 | 11 | 5.1 | 6 | 4.8 | 11 | 6 | 4 | - | - | - | 4 | - | 4 | 6 | 3 | 7 |
| Arts | | | | | | | | | | | | | | | | | | | | | | |
| No self display | 70 | 32.2 | 67 | 30.9 | 8 | 3.7 | 59 | 27.2 | 33 | 26.6 | 8 | 29 | 20 | 2 | 2 | 2 | 37 | 2 | 39 | 51 | 6 | 23 |
| Self display | | | | | | | | | | | | | | | | | | | | | | |
| Travel (air hostess) | - | - | 1 | 0.5 | 2 | 0.9 | 1 | 0.5 | 2 | 1.6 | 1 | - | - | - | - | - | - | - | - | - | - | - |
| Not Known | - | - | - | - | 10 | 4.6 | - | - | 1 | 0.8 | - | - | - | - | - | - | - | - | - | - | - | - |
| Miscellaneous | - | - | - | - | 5 | 2.3 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Further Education | - | - | 5 | 2.3 | 5 | 2.3 | 3 | 1.4 | - | - | - | - | 3 | - | - | - | - | - | - | - | - | - |
| | 19 | 8.8 | 4 | 1.8 | 64 | 29.5 | 3 | 1.4 | 4 | 3.2 | 4 | 1 | - | - | - | - | - | - | 1 | 2 | - | - |
| | 37 | 17.0 | | | | | | | | | | | | | | | | | (19) | (35) | | |
| TOTAL | 217 | | 217 | | 217 | | 217 | | 124 | | 55 | 93 | 62 | 17 | 13 | 7 | 87 | 7 | 94 | 50 | 21 | 73 |
| | | | | | | | | | | | % | 25.3 | 75. | | | | | | 43.3 | 69. | 9.7 | 59. |

† RMIB not completed by Easter leavers

TABLE 7.4.

JOB CHOICES & FANTASY CHOICES 1965 1967 AND EMPLOYMENT
ENTERED 1967 : RELATIONSHIPS BETWEEN THESE.
SELECTIVE SCHOOL BOYS N = 81 N° = 80

| Occupation | 1967 | | 1965 | | | | 1966 | | 1967 | | Expressed & Fantasy choices | | | | | | | | Job course | | | |
|-----------------|---------|------|-----------|------|---------|------|-----------|------|---------|------|-----------------------------|----|--------|----|---------|----|--------|----|------------|----|--------|----|
| | Job | | Expressed | | Fantasy | | Expressed | | Fantasy | | Similar | | Differ | | Similar | | Differ | | similar | | to | |
| | Entered | N | choice | N | choice | N | choice | N | choice | N | 65 | 67 | 65 | 67 | 65 | 67 | 65 | 67 | choice | 65 | choice | 65 |
| Teaching | - | - | 13 | 16.2 | 6 | 7.4 | 9 | 11.1 | 14 | 17.5 | 5 | 6 | 5 | 1 | 1 | - | 2 | 2 | - | - | - | - |
| Apprenticeship | - | 18.6 | - | 16.2 | - | 18.6 | - | 17.3 | - | 26.4 | - | - | - | - | - | - | - | - | - | - | - | - |
| Plumber | - | - | 1 | 1.2 | 1 | 1.2 | - | - | - | - | 1 | - | - | - | - | - | - | - | - | - | - | - |
| Electrician | 3 | 3.7 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Engineering | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Electronics | - | - | 2 | 2.5 | 3 | 3.7 | 1 | 1.2 | 5 | 6.3 | 2 | 1 | - | - | - | - | - | - | - | - | - | - |
| Marine | 2 | 2.5 | 6 | 7.4 | 6 | 7.4 | 5 | 6.2 | 5 | 6.3 | 6 | 3 | - | 2 | - | - | - | - | 2 | 2 | 2 | 2 |
| Mechanical | - | - | - | - | - | - | 2 | 2.5 | 2 | 2.5 | - | 2 | - | - | - | - | - | - | - | - | - | - |
| Miscellaneous | 7 | 8.7 | 3 | 3.7 | 4 | 4.9 | 4 | 4.9 | 6 | 7.5 | 2 | 2 | 1 | 1 | - | - | - | 1 | - | - | - | 1 |
| Draughtsman | 3 | 3.7 | 1 | 1.2 | 1 | 1.2 | 2 | 2.5 | 3 | 3.8 | 1 | 2 | - | - | - | - | - | - | 1 | - | - | 1 |
| Defence | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Air | - | - | 2 | 2.5 | 4 | 4.9 | 2 | 2.5 | 2 | 2.5 | 2 | 2 | - | - | - | - | - | - | - | - | - | - |
| Sea | - | - | 2 | 2.5 | 3 | 3.7 | 3 | 3.7 | 1 | 1.2 | 2 | 1 | - | 1 | - | - | - | 1 | - | - | - | - |
| Civil Service | - | - | 1 | 1.2 | 1 | 1.2 | - | - | 3 | 3.8 | - | - | 1 | - | - | - | - | - | - | - | - | - |
| Solicitor | - | - | 2 | 2.5 | 1 | 1.2 | 2 | 2.5 | 3 | 3.8 | 1 | 2 | 1 | - | - | - | - | - | - | - | - | - |
| Accountant | 2 | 2.5 | 1 | 1.2 | - | - | 2 | 2.5 | 1 | 1.2 | - | - | - | 2 | - | - | 1 | - | - | - | - | - |
| Bank | 1 | 1.2 | 3 | 3.7 | 2 | 2.5 | 1 | 1.2 | 1 | 1.2 | 1 | 1 | - | - | 1 | - | 1 | - | 1 | 1 | 1 | 1 |
| Artist Photogr. | - | - | 2 | 2.5 | 1 | 1.2 | 2 | 2.5 | 4 | 5.0 | 1 | 1 | - | - | - | - | 1 | 1 | - | - | - | - |
| Architect | - | - | 4 | 4.9 | 5 | 6.2 | 4 | 4.9 | 2 | 2.5 | 2 | 3 | 1 | 1 | - | - | 1 | - | - | - | - | - |
| Musician | 1 | 1.2 | 1 | 1.2 | 1 | 1.2 | 1 | 1.2 | 1 | 1.2 | 1 | 1 | - | - | - | - | - | - | - | - | - | - |
| Doctor | - | - | 4 | 4.9 | 3 | 3.7 | 4 | 4.9 | 5 | 6.3 | 2 | 4 | 1 | - | 1 | - | - | - | - | - | - | - |
| Chemist | - | - | 8 | 9.9 | 7 | 8.7 | 3 | 3.7 | 6 | 7.5 | 4 | 2 | 3 | 1 | - | - | 1 | - | - | - | - | - |
| Lab.Assistant | 1 | 1.2 | 6 | 7.4 | 2 | 2.5 | 1 | 1.2 | 1 | 1.2 | 2 | 1 | 1 | - | 1 | - | 2 | - | 1 | - | 1 | - |
| ShopAssistant | 1 | 1.2 | 1 | 1.2 | 1 | 1.2 | 1 | 1.2 | - | - | - | - | - | 1 | - | - | 1 | - | - | - | - | - |
| Clerk | - | - | 1 | 1.2 | - | - | - | - | - | - | - | - | - | - | 1 | - | - | - | - | - | - | - |
| Journalist | - | - | 1 | 1.2 | - | - | - | - | - | - | - | - | 1 | - | - | - | - | - | - | - | - | - |
| Transport | 1 | 1.2 | - | - | - | - | 1 | 1.2 | 1 | 1.2 | - | 1 | - | - | - | - | - | - | - | 1 | - | 1 |
| Labourer | 1 | 1.2 | - | - | - | - | 1 | 1.2 | - | - | - | - | - | 1 | - | - | - | - | - | - | - | - |
| Not Known | 1 | 1.2 | 8 | 9.9 | 6 | 7.4 | 21 | 26.8 | - | - | 3 | - | - | - | - | - | 5 | 20 | - | - | - | - |
| Miscellaneous | - | - | 8 | 9.9 | 23 | 28.6 | 9 | 11.1 | 14 | 17.5 | 3 | 4 | - | 5 | 2 | - | 3 | - | - | - | - | - |
| TOTAL | 24 | | 81 | | 81 | | 81 | | 80 | | 41 | 39 | 15 | 16 | 7 | 0 | 18 | 25 | 4 | 5 | 4 | 6 |

Fantasy choice 1967 based on the free-response on the R.M.I.B.

TABLE 7.5.

**JOB CHOICES & FANTASY CHOICES 1965 1967 AND EMPLOYMENT
ENTERED 1967: RELATIONSHIPS BETWEEN THESE.
SELECTIVE SCHOOL GIRLS N=122 N°=112**

| Occupation | 1967 | | 1965 | | | | 1966 | | 1967 | | Expressed & Fantasy choices | | | | | | | | Job course | | | |
|-----------------|-------------|-----|------------------|------|----------------|------|------------------|------|----------------|------|-----------------------------|-----------|-----------|-----------|------------------------|----------|------------------------|-----------|---------------------------|----------|---------------------------|----------|
| | Job entered | | Expressed choice | | Fantasy choice | | Expressed choice | | Fantasy choice | | Similar | | Differ | | Similar-but high grade | | Differ in type & grade | | similar to express choice | | similar to fantasy choice | |
| | N | % | N | % | N | % | N | % | N | % | '65 | '66 | '65 | '67 | '65 | '67 | '65 | '67 | '65 | '67 | '65 | '67 |
| Shops | 1 | 0.8 | - | - | - | - | 1 | 0.8 | - | - | - | - | - | - | - | - | - | 1 | - | - | - | - |
| <u>Office</u> | | | | | | | | | | | | | | | | | | | | | | |
| ShorthandTyping | 12 | 9.8 | 14 | 11.5 | 8 | 6.6 | 12 | 9.8 | 12 | 10.5 | 6 | 6 | 2 | - | - | - | 6 | 3 | 2 | 2 | 1 | 3 |
| Comptometer | 1 | 0.8 | 2 | 1.6 | - | - | 1 | 0.8 | 1 | 0.9 | - | - | 2 | 1 | - | - | - | - | 1 | - | - | - |
| Punch card Op. | 2 | 1.6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Hospital Nurse | 4 | 3.3 | 3 | 2.5 | 3 | 2.5 | 6 | 4.9 | 5 | 4.5 | 1 | 4 | 2 | 1 | - | - | - | 1 | 1 | 2 | - | 3 |
| Nursery Nurse | - | - | 2 | 1.6 | 1 | 0.8 | 4 | 3.3 | 2 | 1.6 | 1 | 2 | - | - | - | 1 | 1 | - | - | - | - | - |
| Hairdressing | - | - | 1 | 0.8 | - | - | 2 | 1.6 | - | - | - | - | 1 | 2 | - | - | - | - | - | - | - | - |
| Bank | 3 | 2.5 | 1 | 0.8 | 1 | 0.8 | 2 | 1.6 | 4 | 3.6 | 1 | 1 | - | 1 | - | - | - | - | - | - | - | - |
| <u>Arts</u> | | | | | | | | | | | | | | | | | | | | | | |
| Self display | - | - | - | - | - | - | - | - | 3 | 2.7 | - | - | - | - | - | - | - | - | - | - | - | - |
| No self display | - | - | - | - | 3 | 2.5 | 2 | 1.6 | 5 | 4.5 | - | 2 | - | - | - | - | - | - | - | - | - | - |
| Teacher | - | - | 64 | 52.7 | 43 | 35.2 | 55 | 45.3 | 47 | 41.9 | 39 | 41 | 8 | 9 | 2 | - | 15 | 3 | - | - | - | - |
| Lab Assitant | 2 | 1.6 | 5 | 4.1 | 3 | 2.5 | 2 | 1.6 | 2 | 1.8 | 3 | 1 | - | 1 | - | - | 2 | - | - | - | - | - |
| Pharmacy | - | - | 1 | 0.8 | 1 | 0.8 | 1 | 0.8 | 1 | 0.9 | 1 | 1 | - | - | - | - | - | - | 1 | 1 | 1 | - |
| Scientist | - | - | 2 | 1.6 | 2 | 1.6 | 3 | 2.5 | 3 | 2.5 | 1 | 1 | 1 | - | - | - | - | 2 | - | - | - | - |
| Radiography | 1 | 0.8 | - | - | 1 | 0.8 | 1 | 0.8 | - | - | - | - | - | - | - | - | - | 1 | - | - | - | - |
| Doctor | - | - | 3 | 2.5 | 8 | 6.6 | 4 | 3.3 | 4 | 3.6 | 2 | 4 | - | - | - | - | 1 | - | - | - | - | - |
| Physiotherapy | - | - | 2 | 1.6 | 2 | 1.6 | 1 | 0.8 | 1 | 0.8 | 2 | - | - | - | - | - | - | 1 | - | - | - | - |
| Librarian | - | - | 1 | 0.8 | 1 | 0.8 | 1 | 0.8 | 3 | 2.7 | 1 | 1 | - | - | - | - | - | - | - | - | - | - |
| Journalism | - | - | 2 | 1.6 | 4 | 3.3 | - | - | 2 | 1.8 | 1 | - | 1 | - | - | - | - | - | - | - | - | - |
| Civil Service | - | - | 2 | 1.6 | - | - | 1 | 0.8 | 1 | 0.9 | - | 1 | 2 | - | - | - | - | - | - | - | - | - |
| Solicitor | - | - | 1 | 0.8 | - | - | 1 | 0.8 | 1 | 0.8 | - | 1 | 1 | - | - | - | - | - | - | - | - | - |
| Social work | - | - | 2 | 1.6 | - | - | 1 | 0.8 | 4 | 3.6 | - | 1 | 2 | 2 | - | - | - | 1 | - | - | - | - |
| Not Known | - | - | 4 | 3.3 | 9 | 7.4 | 5 | 4.1 | 3 | 2.7 | 2 | - | - | - | - | - | 2 | 4 | - | - | - | - |
| Miscellaneous | - | - | 10 | 8.2 | 32 | 26.2 | 16 | 13.2 | 8 | 7.1 | 5 | 3 | 2 | 2 | 1 | - | 2 | 5 | - | - | - | - |
| TOTAL | 26 | | 122 | | 122 | | 122 | | 112 | | 66 | 70 | 24 | 19 | 3 | 1 | 29 | 22 | 5 | 5 | 2 | 0 |

Fantasy choice 1967 based on the free-response on the R.M.I.B.

26 left school

RESULTS OF THE INVESTIGATIONS

VOCATIONAL CHOICE

REALISM This was indicated by the pupils in answer to the Question "what in fact do you expect will be your first job?" (Appendices 3.A & 3.B). No list of jobs was provided, therefore there was no chance of random selection. Instead there was the distinct possibility of jobs being chosen to which much thought had been given. Although the answer may be regarded as an expressed preference the pupils interpreted the question correctly and answered realistically, as reference to Tables 7.2, 7.3, 7.4, and 7.5 show. It must be noted that in all school groups except one, over 90% of all the pupils in all groups chose a job⁸. There were very few pupils who showed a tendency toward over-ambition.

FROM 14-15 YEARS OF AGE

Particularly noteworthy is the realistic choice displayed by the young people when they were 3rd year pupils, i.e. over one year away from leaving school. Furthermore these had had no contact with the Y.E.O. In fact there seems to be a less realistic choice made by the modern school members of this group a year later. Amongst the girls this is especially seen in the increased number of those expecting to become office workers, (from 19.4% in 1965 to 28.9% in 1966)

8. This figure is in complete contrast to the one presented by Hill (1965) where in Grammar schools 56% of pupils had not chosen a job.

On the boys' side it is seen in the increase in prospective electricians, (from 10.8% to 18.7%). Whether such indications of popularity are a result of an interest engendered amongst the young people themselves as the world of work begins to loom larger in their thoughts and conversations, or whether they result from their introduction to careers lessons and all that these specific lessons, and advice from teachers, workers, administrators, Y.E.O.'s and radio and T.V., imply, is difficult to say, but some considerable rethinking about job aims and prospects obviously takes place at this critical time. The survey that was carried out amongst the 4th. year pupils (GROUP 2) in these schools in the previous year (1965), brought out a similar distribution pattern of the jobs which they expected to enter, i.e. a tendency for too many to aim at office jobs (girls) and electricians' jobs (boys). This was a result^{of} over-ambition on the one part and lack of sufficient occupational opportunities on the other. (Tables 7.2 & 7.3, Appendix 7.A). This tendency towards an increased display of ambition and the problems of local opportunity are seen below.

SIGNS OF INCREASING OR DECLINING AMBITION

The job choices of all those pupils who answered the questionnaire both in 1965 and 1966 were scrutinised for any indications of a change of job choice but particularly for signs of an increased or decreased ambition in job choice (i.e. the job required greater or less

initial qualifications and possessed greater or less status initially or eventually).

Of the modern girls only 16 (7.4%) by their choice showed an increased ambition and 11 (5.1%) were less ambitious in their aims. There were no signs of either increasing or decreasing ambitions amongst the selective girl pupils (122). However in the case of the secondary modern boys the number increasing their ambitions was 43 (16.1%) with a lower proportion 4.5% (12) lowering their job aims. Of those at the selective school for boys (81) only 1 increased his job aim whilst two showed a decrease in ambition.

RELATIONSHIP BETWEEN CHANGING AMBITIONS AND JOB ENTERED.

Two thirds of the modern school girls who changed their aims in this way were eventually employed in a job of a category equivalent to their interests. And 182 of the 190 who aimed at the same occupations in 1965 and 1966 obtained such employment. In effect only just over 5% (12) were being over-ambitious or unrealistic.

Amongst the boys, about half, 25 out of 55, of those increasing or decreasing their aims, obtained employment at the new level. 93% of those with unchanged aims were so employed. In their case 17.9% (48) were over-ambitious or unrealistic.

INDICATIONS OF REALISM FROM THE FREE CHOICE RESPONSES ON THE R.M.I.B.

However, in another sense, there were signs of increasing realism if one can allow the indications of the three free-choice

jobs on the R.M.I.B. (Appendix 7.1) to be regarded as fantasy job choices, (since there was to be no regard to ability or money in such a choice). An indication of realism of choice is seen where the actual job choice is the same as the fantasy job choice (Super 1951). In the case of the modern school pupils an identical choice of expressed and fantasy jobs rose from 30.6% (1965) to 75.0% (1966) for girls, and from 29.0% to 49.1% amongst boys, (Appendix 7.8).

Amongst the selective school pupils the increase in the number of pupils ^{with} similar choices was less marked (52.8% to 62.5% for girls; 46.2% to 46.3% for boys), but already as third form pupils these pupils had indicated a considerable degree of occupational realism.

SCHOOL INFLUENCE

The type of jobs chosen (expressed choice on the questionnaires) showed a distinct relationship to the type of school which the pupil attended. Reference to Tables 7.2 & 7.4. illustrates this most clearly. Apart from the sphere of engineering where there is some indication of overlap, the selective school pupils are predominantly concerned with professional and scientific employment. In this case the influence of the school is the prime factor in vocational choice, though parental concern and interest is very evident as has been shown in Chapter 3. The sample of boys from the Technical High School which answered the 1965 questionnaire showed a greater relationship to the Modern School in that the emphasis put on practical work is reflected by the large number of pupils wishing to enter into

Building and Engineering activities.

A similar dichotomy is noticed between the modern and selective girls (Tables 7.3 & 7.5). In this case employment as office girls and nurses are the only areas of overlap. It is particularly noticeable that a very large proportion of selective girls wish to be teachers (over 45% in both years). This choice, together with the considerable proportion of boys choosing the same occupation, further illustrates the influence of the school upon career decisions, (this has been discussed at greater length in Chapter 3).

The modern school children exhibited in their choices a striking absence of high grade professional occupations. Similar findings to this were obtained by Wilson (1953) & Pallister (1939). The ambitious school leaver from a modern school sought for skilled manual work (boys) or office work, especially shorthand and typing, nursing and hairdressing (girls)⁹. In contrast to the findings of Wilson (1953) there was no "tendency for a large proportion (25-30%) of children to aim at occupations to which only the most able among them would be able to attain." Any such tendency involved only a very small proportion (less than 5%) of the total.

REASONS FOR JOB CHOICE

Although there was no question which asked the pupils specifically why they chose a particular job, reasons for job choice were obtained from answers to questions 4, 5 & 7 (1965) and question 4 &

9. Almost 50% of boys sought this type of employment in 1965; over 60% did so in 1966. 30% of girls sought this type of employment in 1965; 35% did so in 1966.

5 (1966), (Appendices 3.(A & B).

"What gave you the idea of going in for that job?" }
"Who gave you the idea of going in for that job?" } 1965.
"Who and/or what gave you the idea of going in for that job?" 1966.
"What do you think you will like about it?" 1965 & 1966.

Since stability of vocational choice is often regarded as being of some significance in careers guidance it was thought that in the case of reasons for job choice those reasons which were repeated by the same person over the period of one year must be of considerable importance and probably valid for a larger number of people. Over a third (36.5%) of all pupils, selective and modern, presented the same reason for their vocational choice in 1965 and 1966. A large majority of these were influenced by other people, especially the immediate family, and in particular by the father, (Appendix 7.D). Personal and especially family advice (tradition-directed - Veness) is thus paramount, (See Chapter 3).

IMPORTANCE OF VOCATIONAL INTEREST

Of the impersonal reasons for choice, interest is the predominant one, either specifically mentioned, or inferred in terms such as "liking for children", "school subject" & "hobby". School is an influence of some importance when "school subject" and "teacher" are considered together, particularly this is so for the selective pupils, who throughout illustrate a greater influence of non-personal and non-family factors, ("OTHER DIRECTED").

TABLE 7.6 "What do you think you will like about your job?" Q.7 1965 Q.5 1966

| Form School Type | 1965 | | | | 1966 | | | | 1965 | 1966 |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------|-------|
| | Boys | | Girls | | Boys | | Girls | | Total | Total |
| | 3rd Mod. | 3rd Sel. | 3rd Mod. | 3rd Sel. | 4th Mod. | 4th Sel. | 4th Mod. | 4th Sel. | | |
| N.= | 268 | 81 | 217 | 122 | 268 | 81 | 217 | 122 | 686 | 686 |
| | % | % | % | % | % | % | % | % | % | % |
| Meet People & Being with the Girls | 7.1 | 6.2 | 38.0 | 16.4 | 12.7 | 4.9 | 57.3 | 21.4 | 8.4 | 27.4 |
| Wages | 11.6 | 11.1 | 12.9 | 1.6 | 12.0 | 4.9 | 6.9 | 0.8 | 10.2 | 7.6 |
| Practical Job (i.e. machine or hands) | 20.5 | 5.0 | 5.0 | 0.8 | 23.5 | 9.9 | 4.6 | 0.8 | 10.3 | 11.9 |
| Heavy/Active Work | | | | | 0.7 | | | 1.6 | | 0.6 |
| Typing | 0.4 | - | 3.7 | 5.7 | 0.4 | - | 4.6 | 1.6 | 2.3 | 1.9 |
| Variety | 5.2 | 3.7 | 0.9 | 9.0 | 7.8 | 4.9 | 1.8 | 3.3 | 4.4 | 4.8 |
| Travel (even "round the town") | 12.7 | 6.2 | 0.4 | 0.8 | 4.9 | 7.4 | 1.6 | 1.6 | 5.9 | 3.0 |
| New surroundings | | 1.2 | 1.4 | 0.8 | 0.7 | | 0.9 | | 0.7 | 0.6 |
| Clean Surroundings | 1.5 | | 2.3 | 0.8 | 2.2 | | 6.0 | 1.6 | 1.5 | 3.0 |
| wear nice clothes | | | | | | | | | | |
| Quietness | | | | | 0.4 | | 0.9 | | | 0.4 |
| Work on own | | | | | 0.4 | | 0.4 | | | 0.3 |
| Prospects | 1.1 | 2.5 | 1.4 | 0.8 | 1.9 | 1.2 | 1.8 | 0.8 | 1.3 | 1.6 |
| Security | 1.5 | | | | 0.7 | 1.2 | | | 0.6 | 0.4 |
| Responsibility | | 2.5 | 0.4 | - | | | 0.9 | | 0.4 | 0.3 |
| Independence | | | 1.4 | | | 1.2 | | 0.8 | 0.4 | 0.3 |
| Helping People | 0.4 | 6.2 | 6.9 | 0.8 | 0.4 | 2.5 | 0.9 | 7.4 | 3.2 | 2.0 |
| Worthwhile job | 2.2 | 11.1 | 0.4 | 11.5 | 1.1 | 6.2 | | 7.4 | 4.4 | 2.5 |
| Hours &) Holidays) | 1.1 | 2.5 | 0.4 | 5.7 | 0.7 | 1.2 | 1.8 | 5.7 | 1.9 | 2.0 |
| Extension of Interest or School Study | 1.5 | 3.7 | 0.9 | 4.1 | | 2.5 | | 4.1 | 2.0 | 1.0 |
| Paid for Something I like doing | 0.5 | 11.1 | 2.8 | 0.8 | 1.9 | 7.4 | 2.8 | 2.5 | 2.5 | 2.9 |
| Children | | 4.9 | 3.2 | 26.3 | | | 3.2 | 18.9 | 6.3 | 4.4 |
| Animals | 1.9 | 2.5 | 4.6 | 0.8 | 0.4 | - | 1.4 | 2.5 | 2.6 | 1.0 |
| Open Air | 7.5 | 1.2 | 0.9 | 0.8 | 7.5 | 7.4 | 1.4 | 2.5 | 3.5 | 4.7 |
| Easy Job | 2.2 | | 0.4 | | 1.1 | | | | 1.0 | 0.4 |
| Everything | 3.7 | 4.9 | 4.2 | 4.9 | 3.7 | 3.1 | 1.6 | 1.6 | 4.2 | 2.2 |
| Miscellaneous | 3.0 | | | | 1.5 | | | | 1.2 | 0.6 |
| Don't Know | 14.6 | 13.5 | 7.4 | 17.4 | 13.4 | 33.4 | 12.3 | 13.1 | 10.9 | 12.2 |

It is presumed here that anything to which people look forward (a goal) is an important motivating force and a mainspring for action and decision. In this light the answers to the question "what do you think you will like about your job?" can be looked upon as reasons for job choice, i.e. the jobs chosen will satisfy a need. The realisation and acceptance of such a need is some indication of realism in the sphere of vocational choice.

The outstanding influence upon choice in this context (Table 7.5), is the desire for "meeting people", (27.4% of all pupils indicated this in 1966). This however is predominantly a need of the girls and especially for those who attended secondary modern schools (57.3% of modern girls, c.f. 21.4% of selective girls in 1966), for whom "being with the girls" is very important, and increasingly so as the world of work becomes more of a reality.

OTHER MOTIVATING INFLUENCES

The attractions of a practical job is the second most important reason (11.9% in 1966). Here the utilisation and development of manual and mechanical skill to work raw materials, such as wood, are the major needs. This is especially so amongst the boys (over 20% in 1966). The third most important reason is that of wages. From 1965 to 1966 this factor showed a considerable decline in importance (10.2% to 7.6%), but amongst the modern boys it remained a consistent and important (C.12%) influence.

The other main reasons for occupational choice were the desire for variety, the open air life, a liking for children and travel. In the last case there was considerable decline in importance from 1965 to 1966, This may be an indication of realism, especially from the point of view of many boys who realising their limited chances of securing such jobs sought jobs which satisfied the next basic need; that of meeting a variety of people or indulging in practical activities. Mainly however it is realism of a more mundane sort; to many third formers the prospect merely of riding round town in a carefree manner on a bicycle or in a van, as delivery or order boys, was one of considerable influence. As fourth form pupils the desire to avoid this temporary form of employment was greater, and the combined factors of poor weather and wages had dampened the ardour of many.

It is significant that the great majority of those who chose their job with regard to their liking for children were from girls' selective schools, and most of these girls were aiming to be teachers. Such a marked difference may be due to the different social background of the pupils which^{is} reflected in the two types of schools. Perhaps the modern school pupils come into contact more frequently with children and generally in more mundane situations. As a result of this contact they idealise children less. In 1966 it is completely absent as a reason amongst the boys.

The boys (C.7%) put forward the attractions of working in the open air far more frequently than girls. There was no marked difference in 1966 between modern and selective pupils in this influence. Variety in the job is far more important amongst modern school boys than other groups, and especially so than amongst modern school girls (7.8% c.f. 1.8% respectively in 1966). In this case it illustrates well the different attitudes developed between boys and girls. In many cases the boys seek their satisfaction in the job itself, whereas many girls seek satisfaction in the people around them (i.e. desire to meet people and liking for children), thus surroundings and personal relationships loom large in the vocational thoughts of girls. This may be also partly the result of the fact that unlike boys, who see their job as a lifetime's occupation, the girls do not consider the activities of the job over a long period, despite the fact that a large proportion intend to return to work after marriage and child raising.

Apart from the different needs of the two sexes illustrated above, it has been shown earlier that the pupils of selective and modern schools have developed different needs. A further example of this is seen in the proportion of those from selective schools who expect to find satisfaction in "helping people" and doing a "worth-while job", (87% & 14.8% of selective boys and girls, 1.5% & 0.9% of modern girls and boys in 1966).

That over 10.0% of the young people should not know what they

will like about their job is not particularly surprising. Neither is it indicative of an unrealistic choice of jobs. In some cases, (13) the pupils stated that they did not know which particular aspect of the job they would like most. In other words they interpreted the question too narrowly. Furthermore a larger number of these young people (24) had indicated earlier (question 5 and 6 1965, or 4 1966) that their job choice had been based on factors such as family tradition or a fundamental need for security, and therefore other particular satisfactions had not been sought. In the case of 29 pupils in 1965 and 36 in 1966 no indication could be given since they had not made a vocational choice.

INTERESTS AND JOB TYPE

Reasons for job choices, and aspects of future work about which the pupils expressed a liking showed a considerable relationship to particular job types. For example boys choosing electrical work and various forms of engineering were the most ambitious (i.e. they put forward "prospects" as a reason for choice), and regarded themselves as having skill or an interest in practical things. Those who entered jobs which involved transport were attracted by the opportunity for travel, no matter how limited geographically.

Both boys and girls who chose shop work were interested in meeting people, and girls who chose factory work were mainly interested in the company of other people. Just as many of the intending

electricians put forward prospects as the reason for job choice so did the majority of the girls who chose hairdressing and a small number of those choosing shopwork. It may be the intention of the majority of these to do what some of them implied, i.e. train and eventually develop or buy one's own business.

The girls who chose office work were either concerned with the conditions of work, especially with respect to cleanliness and opportunity to wear nice clothes, conditions of pay and hours, or with the practical aspect of typing, i.e. the developed skill.

The reasons for job choices (most of which basically are interests therefore are an important means of elimination in the field of work. Interests therefore probably developed on deep-seated needs, are thus of some fundamental importance in vocational choice. From these the field of work can be ascertained effectively, if not its level. In this respect the use of the 7-Point Plan and the job^{types} developed from it, by the Y.E.6, has much to recommend it.

The only limiting factor of the value of this information is the local existence of a limited range of employment opportunities.

West Hartlepool does not possess an extensive range of occupational types, (Appendix 7.A, Chapter 2) and even within its existing range there is limited scope for employment in the Tertiary sector. To see whether such a situation adversely affected the value of expressed vocational preferences, or choices, and of inventories in the vocational guidance sphere these two (job choices and inventoried interests) were considered in relation to the availability of jobs.

AVAILABILITY OF JOBS

A basis for the measurement of the availability of jobs was assumed to be that of a list of first jobs obtained, Thus Tables 7.2, 7.3, 7.4, & 7.5 give an indication of this with respect to the sample being studied (Group 1). Two other tables, (Appendices 7.E and 7.F) give information from a much larger sample and help to put the main sample group in its proper context. Reference to the distribution of occupations (Dept. of Employment & Productivity classification) for the whole of the town (Appendix 7.A) also helps to build up a picture of the availability of jobs.

All the tables show a remarkable relationship between occupational choice - as a proportion of the total - even where this is broken down to specific jobs, (Appendix 7.E(2)) and employment entered. There is a certain amount of over-ambition in particular spheres (e.g. electrician) which has been mentioned above (page 286). This is however smaller than these tables might seem to indicate because a number of young people entered into F.E. courses or returned to school, still intending to enter their chosen employment. Amongst the boys there are large numbers employed as shop assistants or as order boys (transport), in contrast to the numbers wishing to enter such employment. In this case many of these jobs are only taken on temporarily by the boys (from 15-16 years) until an opening (apprenticeship) has been found in their chosen field of work - usually

Building and Maintenance, or Engineering.

The classification of occupation by industry (Appendix 7.A) indicates however, despite the limitation that this type of classification incurs, that there is a lack of employment opportunities for the professional man, i.e. for those from higher education; the universities and colleges; there are even few vacancies for selective secondary school leavers. Since the great majority of the sample populations of selective schools are still undergoing full-time education (Appendix 7.B 3 & 4) the test applying vocational choice to the jobs entered as an indication of local availability of jobs was not possible. It can be assumed however, with some conviction, that opportunities for such employment were minimal and in a number of cases, e.g. geophysicists, barrister, non-existent.

For the modern school children however there is every indication that the types of jobs for which they show a preference are available in sufficient proportions. This finding agrees with that by Wilson in Ealing (1953) but contrasts with the findings of Jahoda (1949).

This raises of course a number of queries. Firstly, Does the school through the medium of its type, as well as individually, have a greater influence upon job choice than might be granted by many people? The virtual absence of a choice of high grade professional employment amongst modern children would tend to support this view. Secondly does selection at 11+, in the case of West Hartlepool result

in the eventual necessary migration of a large number of the more able pupils in order to obtain training and employment in an occupation about which they learned and became interested whilst at these schools.¹⁰ Is there a brain-drain from the North-East of England?

STABILITY OF JOB CHOICE

Over a quarter of all modern school boys expected to enter, in 1966, into the job which they had chosen or expressed in 1965. In fact a large proportion of these boys (C.60%) eventually obtained such employment. Well over half of the modern school girls made the same job choice in 1965 and in 1966, and over 80% of these eventually obtained such employment.

This difference between boys and girls is also seen amongst the selective pupils where two-fifths of the boys and two-thirds of the girls made the same job choice (1965 and 1966). However it can be seen that the proportion of selective pupils making a stable choice is much larger than that of pupils at Modern school. Is this an indication of greater vocational maturity (referred to earlier p288)

10. Of 32 boys who left the Senior 6th form of the boys' Grammar school in 1964 to go to University or College only 7 have returned to West Hartlepool. When the whole of the 6th form were asked (1966) if they would come back to work in West Hartlepool (see Q.11 Appendix 3.W), only 13 out of 42 senior sixth, and 11 out of 41 junior sixth intended to return.

Similar observations have been made in a recent survey (1968) by the Geography Dept. of Newcastle Univ. as part of a report to the D.E.A. on regional policies in the North-East. A very detailed study of local employment opportunities has been made by Rawstron & Coates (1966).

JOBS EVENTUALLY OBTAINED - Relationships between these and vocational and fantasy choices.

As mentioned above there is a close relationship between job choices and jobs entered, as far as the distribution throughout the group in general is concerned, (Tables 7.2 & 7.3). However this can only be said of the modern schools. The number of leavers from the selective schools were so small that nothing of significance can be assumed except that the jobs chosen by most of the pupils required the type of higher education into which these young people had entered. 54 boys out of 60, and 70 girls out of 81 who were staying into the 6th. form (1967) chose a combination of subjects related to their specific job choice in 1967.

When another sample of selective school pupils are added to the existing figures the ratio of school leavers between pupils from modern and selective schools is very similar to the ratio of selective and modern school pupils in general in West Hartlepool. The additional numbers are obtained from the Technical High Schools for boys and for girls. (Data was not available for these two groups from the 1966 questionnaire, therefore they were withdrawn from the basic statistic groupings). This larger sample shows that one-fifth of the boys and one-third of the girls chose jobs, in the 3rd. form, which they eventually obtained over one or two years later, (Appendix 7.B).

Similar ratios were found amongst the modern school pupils. Over one fifth of the boys entered into the specific job chosen over

a year previously, and over two-fifths of the girls did so.¹¹ Many boys and girls also entered with jobs very similar to their initial choices.

The relationship between expressed vocational choice and employment entered increases amongst both boys and girls of the secondary modern group when they are in the last year at school. Thus a year afterwards and less than four months before leaving school the proportion showing such a relationship had risen to between one-third and two-thirds of the boys and one half to two-thirds amongst the girls. (Appendices 7.B. 1 & 2(b)).¹² It must be accepted that this proportion is large even in the first case and therefore some considerable importance should be attached to job choice and job preferences. Further emphasis is given to this however when one considers the stability of these job choices. Veness did not follow up her 3rd. form groups into the fourth forms thereby obtaining another indication of job choices. Between their initial job choice and entering employment many of those who eventually entered employment specifically related to their choice may have had a change or changes

11. Veness (1962) - in her survey found that the proportion was as high as 32% for the boys and 53% for the girls. Why should the differences be so marked between the two samples? Is it mainly the reflection of the limited occupational opportunities locally?

12. The figures quoted by Wilson (1953) do not facilitate simple comparison because she included in her figures, of 61.4% of boys and 78.5% of girls entering the job of their choice, the choices expressed either in the questionnaire or the Y.E. Interview. Remembering that in many areas the Y.E. Interview does not take place until a few weeks before the leaving date many of the so called Y.E. Interview choices could have been indicated

of choice. Remarkably in the re-sampling of job-choice carried out in West Hartlepool the numbers of those who chose the same job both years and eventually obtained such employment were very little changed from those initially choosing the same job in 1965 and 1966. (Appendices 7.B). This is more noticeable amongst the girls from modern schools but is a very strong feature in the boys as well.

This stability of job choice further emphasises that a realistic approach is being made to job choice and that there is a considerable degree of vocational maturity amongst a large number of young people.

JOBS HELD TWO YEARS AFTER LEAVING SCHOOL: RELATIONSHIPS BETWEEN THESE PREVIOUSLY EXPRESSED & INVENTORIED VOCATIONAL INTERESTS

INTRODUCTION

The large proportion of young people who eventually entered into the type of employment which they chose as 3rd. or 4th. form pupils has already been mentioned. Further indications of the realistic nature of their choice of jobs can be obtained from studying the findings of a follow-up, ^{carried out} of these young people in Group 1, almost two years after they had left school, to see in what jobs they were then employed.

It must be remembered however that many factors may have arisen which may have necessitated a person changing his job. In particular there is the problem of redundancy. Many young people may subsequently take up employment which is not in accordance with their expressed preferences in the previous year(s). However basically it may be

assumed that continued employment indicates suitability to the job and satisfaction with it.

Almost a quarter (24%) of all modern school boys (Appendix 7.G) had changed the nature of their job within two years. The remainder stayed in the same job at the same place of work. Only two young men had actually changed their place of employment without changing the nature of their employment!

Over a quarter ^(29%) of the modern school ~~(24%)~~ girls had changed the nature of their job, but many more girls (12%) had changed their place of work though they had retained a job of the same character.

The proportion of ~~all~~ the boys, who throughout, had maintained the same employment and who initially had entered jobs in accordance with their specific expressed preferences both in 1965 and 1966 was 12.7%. This represents a decline, ~~from 43 to 34~~, in the proportion ⁽¹⁸⁾ who had successfully entered the job of their choice. However that ~~an eighth~~ ¹³ of the whole group could choose realistically and successfully ¹³ is still a substantial proportion.

The proportion of girls whose employment two years after leaving school was the same as their initial employment and their choices during the last two years at school was as high as 31.4%. In their case a quarter of those initially entering their chosen jobs had

13. N.B. There were not sufficient openings for all who demanded and expected skilled work therefore availability will slightly though only slightly, affect this (See earlier - Availability of jobs).

changed the nature of their employment.

CHANGES IN EMPLOYMENT WITHIN TWO YEARS OF LEAVING SCHOOL

The number of jobs held between the time of leaving school and 22 months later varied considerably between boys and girls (Appendix 7;H). As stated earlier 74% of the boys kept the same job; 16.7% of the group changed jobs once, and thus only a small percentage (7.3) changed jobs between 2 and 6 times. The number of girls keeping the same employment was only 59.5%, and 15.2% changed jobs once. However over a quarter (25.3%), changed jobs on more than one occasion.¹⁴ The girls are therefore a more mobile labour force. The choice of the boy is more stable.¹⁵ This further emphasises the contrasting attitudes to work between boys and girls which were referred to earlier. Although the majority of pupils showed vocational maturity, it was noticeable that the great majority (C.70%) of both boys and girls, who had changed jobs on many occasions, (more than 3) were ones who had indicated a very ambitious fantasy job. These jobs required not only great ability but, in most cases, adventure and glamour were associated with them (Astronaut, Pilot, Driver, Footballer, M.P., Air hostess, Model, Dancer, Pop Singer). Does this tendency and lack of relationship between vocational* fantasy choice indicate a marked lack of vocational realism and vocational maturity within these particular young people? If so the use of such a

14. During this period of 21 months one girl had 10 jobs; another had 22!

15. Of the 16.7% (45 boys) who changed jobs a large proportion had really only entered temporary appointments initially and were hoping to obtain apprenticeships at an early date, but at least within the year 19 boys were seen to be successful

questionnaire can be of value in that it exposes those who require more individual attention within vocational guidance work.

FANTASY CHOICES*

In the questionnaire of 1965 (Appendix 3.A) the pupils were asked to say which job they would choose if they could have any job in the world and did not have to bother about money or anything else. This question was used to provide an indication of the ambitions and dreams of the young people and at the same time to help measure not only their maturity of choice but also to give some insight into the field of the work into which they may be suitably placed, and into their attitude to types of work.

The last question on the R.M.I.B. was also regarded basically as a number of fantasy expressions since there was no specific demand for the pupils to state the jobs they thought they might get, but only those they most preferred. However neither did the question specify that the choice was to indicate what they would like if ability and wages were ignored, though this had been inferred in the instructions at the beginning. Therefore to some extent this question obtained a more realistic vocational preference (see later page 307). Since three jobs could be chosen here, where a distinct relationship exists between any one of the three and of previously stated jobs the statistical tables have assumed a positive relationship between the questionnaire findings and those of the R.M.I.B.

*Jobs chosen when neither ability, aptitude, nor wages have to be taken into account, i.e. "what would you do if you could have any job in the world?"

FANTASY CHOICES IN 1965 - THIRD FORM PUPILS (14 years)

Of the secondary modern pupils, as 3rd formers, about 30% of both boys and girls stated that their ideal jobs were those they expected eventually to obtain on leaving school (Appendix 7.B). Amongst the selective pupils there is a markedly higher relationship (over 50% of girls and 45% of boys). This difference is also seen when the fantasy choice of 1965 is related to the job choice of 1966. Over a quarter of selective boys and over one-third of the girls had made a similar choice whereas only 14% of the modern pupils had made similar choices. This difference indicates amongst modern school pupils not only a desire for better jobs, (see column 9 Tables 7.2, 7.3, 7.4, & 7.5), but also a difference, referred to earlier, in attitude to work between selective and modern school pupils. For a large number of selective school pupils the character of the work itself is of interest and to them it is this aspect of work which will be most likeable. Amongst the modern pupils however the satisfactions of work are expected to be found in the work situation and environment; their real vocational interests are indicated more in their fantasy choices. Furthermore their limited vocational opportunities, resulting both from their innate lack of ability and from the lack of opportunity at school to acquire qualifications from externally organised Examination Boards, are bound to create conflict between job choice and vocational fantasy.

FANTASY CHOICES IN 1966 (4TH.FORM SECONDARY MODERN PUPILS) -
AND 1967 (5TH.FORM SELECTIVE PUPILS).

However when expressed vocational choices of 1966 are compared with the preferences on the Rothwell-Miller Blank there are about half of the boys and two-thirds of the girls showing a distinct similarity of choice. Furthermore the proportion of modern school children whose fantasy choice differed entirely from their vocational choice dropped from over a quarter of the boys down to one-sixth, and from well over one-third of the girls down to one fifteenth. The nearness to school leaving had encouraged a more realistic attitude which was not apparent amongst the selective pupils, probably because the majority of the latter group were over two years away from leaving school, and in the meantime (1965-67) they had become more aware of the range of jobs available to them.

In contrast to this apparent swing towards realism, there are, *in some cases* indications that the nearer the pupil gets to school leaving the greater is the chance that the fantasy job choice will be different from the vocational choice. The proportion of 4th. form boys in Group Two (1965) (Table 7.1) who gave a fantasy choice different to the vocational one was much higher than the proportion of third form pupils. In about 10% of cases the 3rd. form pupils could not name a fantasy job, but the proportion of 4th. form pupils in such a position was negligible. This may be an aspect worthy of further

study - is it an indication of the effect of careers lessons widening their horizons? (It proved to be unwise to leave out the question of ^{choice}fantasy from the Questionnaire for the following year.

Among both boys and girls there was about 10% who entered into employment which was in accordance with their fantasy choice of 1965. This proportion though small may be important because in the case of three pupils their fantasy choice only was exactly the same as the kind of employment they eventually entered, (baker, lab. assistant (boys) and receptionist (girls)). In many more cases however there were indications of the field of work into which the young people might enter successfully. This was especially well seen in the case of one boy who had shown a desire to be a botanist and a zoologist in his fantasy choices, but expected to be an errand boy. He eventually obtained a job as a horticulturist.

The numbers expressing a 'fantasy' choice (R.M.I.B.) in 1966 which was similar to the nature of employment entered were much larger (column 11, Tables 7.2, 7.3, 7.4, 7.5). Very few of the selective pupils left school but in their case about one-third of the girls and one-quarter of the boys entered into employment shown in these fantasy choices, whereas one third of the boys and three fifths of the girls at modern schools obtained employment directly related to these fantasy choices.¹⁶

16. In the case of the modern pupils the proportion was slightly less (10%) than the relationships between job entered and job choice.

ROTHWELL - MILLER INTEREST BLANK

Throughout this study the Blank has been used with a large number of people in a short time. General characteristics and features have been looked for, such as relationships between information from this and other means, and to a certain extent its value as a predictive tool. It must be remembered that the Blank is designed primarily as an aid to interview and individual guidance. This aspect of it was not considered, and therefore any criticism of the Blank in this work is restricted to only a small part of its intended function.

Two major considerations were tackled here. Firstly the relationships between the indications of the Blank (the inventoried interests) and the expressed and fantasy interests of the questionnaires were sought, together with the relationships between the Blank and the first job entered or the course of further education followed. Later relationships were sought between the interest pattern and the job employed in two years after leaving school. Secondly an assessment of the strength/stability of interest over one year was attempted. This was done by administering the Blank a second time to part of Group Two, i.e. those young people who had stayed on into the sixth form at selective schools in 1966-7 and who had previously completed the Blank in 1966 as fifth formers, and who had also completed the

Daws attitude Test in 1966 and the questionnaire in 1965.

RELATIONSHIP OF THE JOBS PRESENTED ON THE ROTHWELL-MILLER INTEREST
BLANK TO THE AVAILABILITY OF JOBS LOCALLY

The whole range of jobs shown on the Blank (Appendix 7.C, 1 & 2) are potentially accessible to selective pupils. Comparison of the jobs on the Blank to the job choices and types of employment entered by the modern school children showed that only 38 of the jobs on both the male and female blanks ^{were} likely to be entered by such young people, and that the literary category was unlikely to be represented in any of their jobs. All the other categories were well represented within this number, except musical and aesthetic. These three categories however are representative of a very small number of jobs anyway and are necessarily to be associated with a particular aptitude for successful employment.

At this point however it is opportune to emphasise that the first ranking of one category is not the only important aspect of this Blank. The pattern of category rankings, and the percentile distribution and pattern are of great value in its interpretation.

RELATIONSHIPS BETWEEN THE RESULTS FROM THE R.M.I.B. & THE QUESTION-
NAIRES & JOB PLACEMENT

There are two aspects of this relationship to consider. Firstly there is the relationship between, on the one hand, the free choice decisions on the Blank and on the other hand, the expressed and fantasy choices on the questionnaire, and the job eventually entered. Secondly there is the relationship between the expressed

and fantasy choices of the questionnaire and the inventoried vocational interests and the job eventually obtained. The number of pupilsⁱⁿ the groups in this survey is lower since few completed the Blank and both the questionnaires, (Table 7.1 & Appemdix 7.B).

FREE CHOICE RESPONSE ON THE R.M.I.B. AND EMPLOYMENT ENTERED SELECTIVE SCHOOL PUPILS

In the case of the selective schools the figures are perhaps of little value because so few young people actually left school.¹⁷ In their case, a quarter of the boys (6 out of 24 who left) and over a third of the girls (9 out of 27) entered a job which they had specified on the Blank, (usually the first one). This is a higher number than those who entered the job of their choice at 14 years of age - (3rd.form, 3 boys and 7 girls) and almost the same as the number who entered the job of their choice at 15 years of age as 4th.form pupils (6 boys and 8 girls).

MODERN SCHOOL PUPILS

At the modern schools the number of boys who chose on the Blank the exact job which they entered was 30.4% a slight increase on the selective boys' score, but the girls showed a much greater relationship (59%). The relationship between the job choice as 3rd. year pupils was less marked.- One-fifth of the boys and two-fifths of the girls.

17. When the other selective sample is added (boys and girls from Technical high Schools) the figures are very similar (17 out of 62 boy leavers - 27.5% and 23 out of 44 girl leavers 52%).

TABLE 7.7 Relationship between Inventoried Vocational Interests and expressed vocational choice, fantasy choice, and job eventually entered.

| | SELECTIVE SCHOOLS | | | | | | MODERN SCHOOLS | | | | | |
|------------------------|-------------------|--------|------|-------|--------|------|----------------|--------|------|-------|--------|------|
| | Boys | | | Girls | | | Boys | | | Girls | | |
| | No. | Out of | % | No. | Out of | % | No. | Out of | % | No. | Out of | % |
| 1. I A or B = E | 110 | 149 | 74.0 | 113 | 153 | 74.0 | 136 | 177 | 77.0 | 99 | 156 | 63.0 |
| 2. II A or B = E | 54 | 80 | 67.5 | 80 | 112 | 72.0 | 117 | 155 | 76.0 | 76 | 124 | 61.0 |
| 3. II C = E | 38 | 80 | 47.5 | 80 | 112 | 72.0 | 123 | 155 | 80.0 | 83 | 124 | 67.0 |
| 4. I D = E | 142 | 149 | 95.0 | 145 | 153 | 95.0 | 196 | 206 | 93.0 | 156 | 182 | 85.0 |
| 5. II D = E | 78 | 80 | 97.5 | 105 | 112 | 92.0 | 149 | 155 | 96.0 | 109 | 124 | 85.0 |
| 6. I E = F | 36 | 62 | 58.0 | 36 | 44 | 82.0 | 151 | 206 | 71.0 | 129 | 182 | 71.0 |
| 7. II E = F | 12 | 22 | | 19 | 26 | | 115 | 155 | 75.0 | 91 | 124 | 73.0 |
| 8. II A/B, C, D = E | 30 | 80 | 37.5 | 75 | 112 | 67.0 | 102 | 155 | 66.0 | 63 | 124 | 51.0 |
| 9. II A/B, C, D, E = F | 20 | 80 | 25.0 | 17 | 112 | 15.0 | 90 | 155 | 58.0 | 57 | 124 | 46.0 |

Key

A = Job expected to enter when left school - expressed choice - as 3rd. form pupil 1965

B = fantasy job choice

" " " " "

C = Job expected to enter when left school - expressed choice - as 4th form pupil 1966

D = Free choice (expressed job preference) on Rothwell-Miller Interest Blank when modern school pupils were in 4th. 1966, and when selective school pupils were in 5th form 1967.

E. = Inventoried vocational interest; in relation to job type.

F = Job eventually entered or specific course followed.

N.B. greater strength of interest and/or realism by modern school children, especially the boys (cols. 8 & 9).

Table based on those young people who

A answered one questionnaire (1965) and the R.M. Blank (1966 or 7)

B answered both questionnaires (1965 and 1966) and the R.M. Blank.

C These figures, especially for the selective schools, were based on the presumption that courses entered after the statutory leaving age were relevant to the job choice.

*A relationship was deemed to exist when any one of the first 3 ranking categories was related to any other choice.

As 4th year pupils the job choices had shown a greater similarity to the jobs entered. In the boys' case over $\frac{1}{3}$ had chosen the exact job and amongst the girls over $\frac{1}{2}$ had done so. Apart from a slight increase among the girls the figures for the 1st choice of 1966 questionnaire and for the free choice on the Blank were very similar.¹⁸ The two forms were administered within the space of two months; the last one, the Blank, within 6 weeks of leaving school.

There is obviously little of value to be achieved from merely looking at the free choices on the Blank as a means of guiding the young people into acceptable employment. In fact as a general indicator of possible suitable employment the question on the questionnaire is probably more effective than the free choice on the Blank.¹⁹

RELATIONSHIPS BETWEEN INVENTORIED INTERESTS AND EXPRESSED INTERESTS QUESTIONNAIRES 1965 & 1966

Relationships between the inventoried interests and expressed interests have been determined by relating the first three ranked categories as representing the main interest pattern(s) of the individual expressed job choices. An effective relationship has been determined to exist where there has been a similarity between any one of the three categories and the expressed job choice.

18. A large proportion of these had chosen exactly the same job on both forms - 37 out of 47 boys, and 63 out of 73 girls.
19. This tendency is to be seen if the results of the smaller sample are compared with those of the larger group who only answered the two questionnaires. The relationship between their job choices and employment entered was much higher than the free choice response of the smaller group.

Three quarters of the modern school boys (76%) had chosen jobs as third form pupils (1965) which were similar to their measured interest patterns, whereas only three-fifths (61%) of the modern school girls had such a relationship. In the selective schools over two-thirds of the boys (67.5%) and girls (71.5%) showed such a relationship.²⁰ The respective relationships of these groups in 1966 were 80%, 67%, 47.5%, and 71.9%.

The modern school children had shown a slightly increased relationship whereas that of the selective school girls was unchanged but that of the selective boys had shown a marked decrease. This last tendency is perhaps explained by the fact that there was a proportion of that group (25%) who did not indicate the job they expected to have upon leaving school, thus only three quarters of that group could show any signs of a relationship between expressed and inventoried interests.

FREE CHOICE RESPONSES AND INVENTORIED INTERESTS

A means of checking that the Blank was filled in conscientiously, but more particularly to see if there are any obvious signs of conflict between jobs chosen and individual interest patterns, is to

20. It must be remembered here that the selective schools did not complete the R.M.I.B. until 1967. i.e. two years later. During this time some variation in their interest patterns may have taken place, (See later in the Chapter). When a larger sample of selective pupils of that year are considered those showing a relationship^{ship} was 76% of boys and 75% of girls. In the case of an older group of selective boys (76%) showed a relationship between job choice as 4th form pupils and inventoried interests in the following year, when this group completed the Blank again a year later 58% showed such a relationship.

relate the inventoried interests (first three ranking categories) on the Blank to the free choice responses. This was done in all cases and it was found that over 95% of all boys showed a positive relationship,²¹ (Table 7.8), and between 88% (modern) and 92% (selective) of girls showed such relationships.

TABLE 7.8 The Relationships between Free Response job choice on Rothwell Miller Blank and the Inventoried Vocational Interest (first three ranking categories).

between 1966 - 1967

| | GIRLS | | | | BOYS | | | |
|--|----------------|-------------|---------|----------|----------------|---------------|----------|---------------|
| | Brierton Tech. | High School | Convent | Total | Grammar School | Techn. School | Total | St. Francis * |
| | N = 7 | N = 42 | N = 28 | N = 77 % | N = 50 | N = 21 | N = 71 % | N = 20 % |
| 3 free response choices same as A] Ranked categories (first 3) | 1 | 9 | 8 | 18 23 | 7 | 4 | 11 15 | 1 5 |
| B] two of the three | 5 | 18 | 8 | 31 40 | 18 | 5 | 23 33 | 9 45 |
| C] One of the three | 1 | 14 | 10 | 25 33 | 21 | 11 | 32 45 | 9 45 |
| Total indications of stability | 7 | 41 | 26 | 74 96 | 46 | 20 | 66 93 | 19 95 |

*The pupils at this school were 15 years old in 1966, whereas at all the other schools they were 16 years old.

21. However the older Grammar school group (Group 2) which showed similar high relationships in 1966, was by 1967 showing only 8 out of every ten boys (41 out of 50) as having a positive relationship. As is shown, by later statistics, this decreased correlation seems to be due to instability of the interests rather than changes in job choice e.g. when the free choices of 1967 are related to the inventoried interests of 1966 46 boys out of 50 show a positive relationship.

Extending the range of relationships (Appendix 7.B) it was found that two-thirds of the secondary modern boys (66%) had, in their expressed job choices of 1965 and 1966, and again in their free choice on the Blank, indicated a preference for jobs which was related to their inventoried interest pattern. This proportion had dwindled to a half of the secondary modern girls, but amongst the selective girls it was as high as two-thirds. However only just over one-third of the selective boys showed such consistency.²²

INVENTORIED INTERESTS AND EMPLOYMENT ENTERED.

Using the same criterion as that described above, whereby the first three ranking categories in the R.M.I.B. are considered as representing the main interest pattern of the individual, it was determined²³ that where a relationship between the job entered and any one of these three was seen to exist the inventory was judged to have been effective. With this as the criterion, three quarters of the modern school boys (76%) and almost a similar proportion of modern school girls (73%) entered jobs related to their interest

22. It must be remembered that in this case of the selective school boys that a proportion ($\frac{1}{4}$) did not make a job choice in 1966, and therefore the chances of a high relationship are small. However a much higher relationship (76%) was shown by the older selective group who answered the Questionnaire in 1965 as 4th form pupils and the Blank in 1966 as fifth formers (Group 2). In the meantime all these boys had answered a Dawson Attitude Test, and had given a vocational choice. Later in 1967 they again answered the R.M.I.B. 58% of these 50 boys showed a correlation between vocational interest pattern and job choice throughout this period. One third of them (16) chose the same job on all 4 occasions during the two years.

23. This criterion has been adopted in the Manual for the Rothwell-Miller Blank (see Table 12).

patterns. Of the selective pupils over two-thirds of the girls (19 out of 26) and half of the boys (12 out of 22) showed such relationships.

As a result of the high relationship between inventoried interest and employment entered the inventoried interests appear to be far more effective than expressed job choices, but it must be remembered that the latter were specific job choices, whereas the former only indicate fields of employment. It seems however to do this quite successfully. (Appendix 7.B), shows that when inventoried interests are related to all previous job choices, the job obtained and the job held at that present moment, (2 years later) that half of the boys and one third of the girls from modern schools indicate some considerable consistency of vocational interest throughout that four year period.

When a more restricted relationship was looked for i.e. a relationship between job obtained and the first ranked category it was seen that 52% of the secondary modern boys entered the type of jobs in which their particular interest lay. Only a third (34%) of the modern girls did so however. Amongst the selective school pupils the numbers involved were much smaller, and one fifth of the boys showed such a relationship whereas amongst the girls the proportion was one third. When the larger selective sample was considered²⁴ the

24. This included 69 boys and 41 girls from the Technical High Schools. However the total number of school leavers from the 149 boys and the 153 girls was only 64 and 44 respectively.

proportions rose to almost one third of the boys (31.2%)^{and} to over one half of the girls (52%). This fact alone shows how effective are the more vocationally based courses of the Technical High Schools in generating interest patterns (15 out of 40 of the boys leaving and 14 out of 18 of the girls leaving showed a positive relationship between inventoried interests and jobs entered).

The first ranked category therefore provides some considerable information for the guidance situation especially when it is a well marked single preference. Generally it does not provide more potential information than a straight forward job choice or preference, especially if the field in which the preferred or expressed job^{lies} is also taken into account. Although in individual cases there were examples of its worth. However one would expect the first ranked category to be similar to an expressed vocational choice. The Blank is concerned more with the displayed patterns of vocational interests and dislikes. In this respect the first three ranked categories provide much more information and insight into the vocational needs of the individual and at the same time they provide a potentially larger range of jobs which may satisfy those needs. When this is allied to the individual guidance situation for which the Blank was designed it is seen that there is much of value to be obtained from its extensive use.

INVENTORIED INTERESTS & TYPE OF EMPLOYMENT E. TWO YEARS AFTER LEAVING SCHOOL

When the jobs in which the former modern school pupils were em-

employed, about 22 or more months after leaving school, are related to the inventoried interest pattern it can be seen that three quarters of the boys and girls had jobs which were related to the fields of employment indicated by the inventory. The numbers who had entered and kept the same jobs throughout this period which corresponded with the indications of the inventory were quite large (112 boys (72%) and 87 girls (71%)).

The proportion of young people who were not showing a consistent relationship, between inventoried interests and jobs entered and maintained, generally were interested in types of jobs which are in relatively short supply in West Hartlepool. In the case of the boys who did not show such a consistent relationship about two-fifths (16) showed mechanical, practical and outdoor interests, a further two-fifths (19) showed aesthetic, literary and clerical interests. Of the rest (8) showed a scientific and medical interest. Of the girls however 28 out of the 35 had interests related to clerical activities, with many of these and of the rest also showing aesthetic and medical interests.²⁵

25. There were two cases in the older sample from the Grammar School (Group 2), of boys, who in the questionnaire of 1965, in the Daw's Attitude Test, and in the free choice response test R.A.M.I.B. in both 1966 and 1967 consistently chose clerical jobs. However their interest inventories gave no indication of this type of job. In both cases literary and personal categories were two of the first three ranked categories, the third ones being outdoor and **computational**. In one case however the clerical category was ranked fourth on both occasions, but in the other it was ranked initially as seventh but later as ninth!

Thus the inventory though of great value does have its limitations. It indicates well vocational interest patterns but these are irrespective of the local occupational opportunities and, of course, of the individual's aptitudes and abilities. It is in this respect that an intelligence test and a series of differential aptitude tests would be of additional value so that in particular the less able and less intelligent young children can be made aware of the short supply of particular jobs and can choose the most suitable alternative existing jobs.

STABILITY OF VOCATIONAL CHOICE AND INTERESTS (OF 16-17 YR. OLD SELECTIVE SCHOOL PUPILS) AS INDICATED BY THE ROTHWELL-MILLER BLANK

The stability of choice can be judged from two pieces of information from the Blank (Appendix 7.I). There is the free response whereby three specific jobs are chosen, (vocational preference) and the more general inventoried interests pattern (stereotypes). In the latter case more attention will be paid to the first three ranked categories but the ensuing tables will provide information about all of the categories.

The Blank was administered to all school leaving classes in West Hartlepool in May 1966. Thus on the second occasion it was administered mainly to the junior sixth form members of the four selective schools in May 1967. These pupils were aged 16 years when they completed the first Blank, and were 17 years old when the second one was administered. However as previously explained, the blank was

also given to the fifth form pupils at a private Roman Catholic selective school. This small younger group provided a means of comparison when the stability over a twelve month period of vocational choice interest were being considered.

STABILITY OF VOCATIONAL PREFERENCE.

Unlike the questionnaires on which no job names were given, and thus the vocational choices on these were arrived at unaided, the Blank has a list of 108 jobs (Appendix 7.I) and it may be that this particular list "helped" in the replies to the free response section. **However** the conditions under which the Blank and questionnaire were completed were exactly the same on both occasions and therefore an attempt to correlate the jobs chosen must basically be concerned with the effects of time, working through a variety of agencies, upon job choice (and upon interest patterns). Although the young people gave the impression that the responses were given in order of preference, it will be assumed, since no such order was asked for, that they were the three most preferred choices and they were given in a random manner. Stability therefore is judged to be absolute when the same three preferences are indicated on the second occasion. Strong indication, or signs of stability are assumed when two, or one of the same jobs are expressed. Where the responses are totally different stability is discounted. (1947.9).

Almost a quarter (23%) of all girls showed absolute stability,

whereas the proportion was lower amongst the boys (15%). A further two-fifths of the girls (40%) and one-third of the boys had a strongly marked stability. Signs of stability were shown by another third of the girls (33%) and by over two-fifths of the boys (45%). Therefore in general the girls showed stronger stability in the free choice response, but signs of stability, though varying in strength, were widespread amongst both boys (93%) and girls (96%).

Furthermore over 95% of the boys and girls expressed a preference for jobs which were related to their inventoried interest patterns, both in 1966 and 1967.

STABILITY OF INVENTORIED INTERESTS

The proportion of boys and girls who ranked the same category first in 1966 and in 1967 was everywhere above 50%. This is a substantial proportion, and is indicative of a fairly high degree of stability. Those who had the same category ranked second were a smaller proportion, one third of the girls (35%) and one fifth of the boys (22%). Even smaller were the proportions showing the same categories in the third rank (19.5% girls; 18.5% boys). The tendency is for the relationships in category ranking to decrease towards the sixth ranking and then slowly increase again until the twelfth ranking where, again over half of the boys and girls consigned the same category to this lowest rank. (Table 7.9).

TABLE 7.9. ROTHWELL-MILLER PLANK. Ranking relationships between 1966-7.

| RANK ORDER | Those ranking the same category in the rank order of 1966 | | | | | | | | | | |
|--|---|----------------|--------------|-------|------|-----------------|-------------------------|-------|------|------------------------|------|
| | 1967 Girls 16-17 yrs. | | | | | Boys 16-17 yrs. | | | | Boys 15-16 yrs | |
| | Brier- Eon Tech. | High School | Con- vent | Total | % | W.Hpl G.S. | Tech. High School | Total | % | St. Francis G.S. | % |
| | N=7 | N=42 | N=28 | N=77 | | N=50 | N=21 | N=71 | | N=20 | |
| 1 | 4 | 17 | 21 | 42 | 53.6 | 27 | 13 | 40 | 56.2 | 12 | 60.0 |
| 2 | 1 | 15 | 11 | 27 | 35.0 | 13 | 3 | 16 | 22.5 | 5 | 25.0 |
| 3 | 2 | 6 | 7 | 15 | 19.5 | 13 | 1 | 14 | 18.5 | 5 | 25.0 |
| 4 | 1 | 5 | 1 | 7 | 9.1 | 15 | 2 | 17 | 24.0 | 5 | 25.0 |
| 5 | 3 | 4 | 1 | 8 | 10.4 | 10 | 1 | 11 | 15.4 | 1 | 5.0 |
| 6 | 1 | 3 | 2 | 6 | 7.8 | 13 | 1 | 14 | 18.5 | 2 | 10.0 |
| 7 | 1 | 4 | 3 | 8 | 10.4 | 12 | 0 | 12 | 16.9 | 0 | - |
| 8 | 0 | 7 | 2 | 9 | 11.7 | 15 | 1 | 16 | 22.5 | 1 | 5.0 |
| 9 | 0 | 9 | 4 | 13 | 16.9 | 9 | 2 | 11 | 15.4 | 3 | 15.0 |
| 10 | 2 | 9 | 4 | 15 | 19.5 | 9 | 3 | 12 | 15.0 | 3 | 15.0 |
| 11 | 5 | 12 | 10 | 27 | 35.0 | 10 | 5 | 15 | 21.2 | 2 | 10.0 |
| 12 | 4 | 20 | 16 | 40 | 52.0 | 27 | 14 | 41 | 57.7 | 3 | 15.0 |
| A First 3 ranked categories same but in different order | | | | | | | | | | | |
| | 5 | 15 | 7 | 27 | 35.0 | 13 | 4 | 17 | 24.0 | 6 | 30.0 |
| B 2 of first 3 same but diff. order | | | | | | | | | | | |
| | 2 | 16 | 17 | 35 | 45.0 | 31 | 10 | 41 | 57.7 | 10 | 50.0 |
| C 1, 2, & 3 exactly same | | | | | | | | | | | |
| | 1 | 5 | 3 | 9 | 11.7 | 7 | 0 | 7 | 9.8 | 4 | 20.0 |
| A Last 3* | | | | | | | | | | | |
| | 3 | 11 | 5 | 19 | 24.7 | 12 | 2 | 14 | 18.5 | 2 | 10.0 |
| B 2 of last 3 ranked categories same | | | | | | | | | | | |
| | 4 | 28 | 18 | 50 | 65.0 | 24 | 13 | 37 | 52.0 | 8 | 40.0 |
| C 10, 11 & 12 exactly same | | | | | | | | | | | |
| | 2 | 4 | 1 | 7 | 9.1 | 3 | 0 | 3 | 4.2 | 1 | 5.0 |
| Radical change of category order | | | | | | | | | | | |
| | | 1 | 0 | 1 | 1.3 | 3 | 1 | 4 | 5.6 | 2 | 10.0 |

as in A above

The first and last ranked categories therefore showed considerable stability. These figures on stability show a tendency towards markedly liked (accepted) and disliked (rejected) fields of work which is further illustrated by the remaining statistics in Table 7.10 and by Table 7.11.

Ten percent of the boys and girls had the same first three ranked categories in the same rank order 1967 as they had indicated in 1966. Over one third of the girls (35%) and one quarter of the boys (24%) had put the same categories within the first three ranks in 1966 and 1967 but their specific ranking order had varied slightly. There were over half of the boys and almost half of the girls who had two of the same categories in the first 3 ranks in 1966 and 1967.

A quarter of the girls (24.7) and a fifth of the boys (18.5%) indicated a strong rejection of three categories which were in the last three ranks in 1966 and 1967. A far larger proportion (65% girls and 52% boys) strongly rejected categories, which were in the last three ranks in 1966 and 1967. Whilst nearly 10% of the girls have the same categories ranked 10, 11 and 12 on both occasions, the proportion of boys with such a relationship is much lower (4.2%).

Generally there was great similarity in the interest patterns produced by all the young people (Table 7.10). Only four boys and one girl showed a marked degree of change in the ranking order of the categories. One boy (Table 7.10) had his first ranked

TABLE 7.10

STABILITY OF INTERESTROTHWELL-MILLER
INTEREST BLANK

Deviation of ranking from 1966-1967. W.H.G.S. Boys. N=50

| No. Unchanged or deviating THREE RANKS | No. Unchanged or deviating ONE RANK | | 1967 RANK ELEVATED BY | | | | | | | | | | | SAME RANK | RANK LOWERED BY | | | | | | | | | | | | |
|--|-------------------------------------|-------|--|----|---|---|---|----|----|----|----|-----|----|-----------|-----------------|----|----|---|---|---|---|---|---|----|-----|---|--|
| 48 | 38 | | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1 | |
| 43 | 35 | RANK | | | | | | | | | | 15 | 13 | 13 | 7 | 4 | 4 | 4 | 4 | 2 | 1 | | | | 2 | | |
| 41 | 26 | RANK | | | | | | | | | 5 | 7 | 13 | 13 | 6 | 8 | 2 | 1 | 4 | 3 | - | 1 | | | 3 | | |
| 41 | 24 | RANK | | | | | | | | 1 | 8 | 5 | 15 | 15 | 4 | 5 | 3 | 2 | 2 | 1 | 2 | 2 | | | 4 | | |
| 42 | 18 | | | | | | | | | 2 | 3 | 8 | 5 | 10 | 3 | 7 | 6 | 3 | 2 | 1 | | | | | 5 | | |
| 40 | 21 | | | | | | | | | 3 | 5 | 3 | 6 | 13 | 2 | 6 | 5 | 3 | 3 | 1 | | | | | 6 | | |
| 41 | 23 | | | | | | | | 1 | 1 | 5 | 7 | 5 | 12 | 6 | 6 | - | 6 | 1 | | | | | | 7 | | |
| 44 | 22 | | | | | | | | 1 | - | 4 | 4 | 9 | 3 | 15 | 4 | 6 | 3 | 1 | | | | | | 8 | | |
| 42 | 18 | | | | | | | | 1 | 1 | 2 | 1 | 3 | 6 | 10 | 4 | 9 | 5 | 6 | 2 | | | | | 9 | | |
| 44 | 29 | | | | | | | | 1 | - | 2 | 3 | 4 | 5 | 8 | 9 | 12 | 6 | | | | | | | 10 | | |
| 44 | 34 | | | | | | | | 2 | 1 | 1 | 2 | 2 | 8 | 13 | 10 | 11 | | | | | | | | 11 | | |
| 43 | 34 | | | | | | | | 1 | - | 1 | - | 3 | 2 | 2 | 7 | 7 | | | | | | | | 12 | | |
| 513 | 322 | TOTAL | 11 | 1 | 6 | 3 | 8 | 20 | 32 | 70 | 78 | 173 | 71 | 59 | 30 | 20 | 15 | 7 | 2 | 3 | 1 | | | | 600 | | |
| 85.3% | 53.8% | | Number unchanged or Deviating " " " " " " ONE RANK 322 53.8% THREE RANKS 513 85.3% | | | | | | | | | | | | | | | | | | | | | | | | |

category (computational) of 1966 in rank order ~~ten~~ the following year; and his last ranked category of 1966 (musical) was ranked third in 1967. These five were the only ones who did not have one category common to the first and last three ranks in both years.

The average correlation between the rankings of all boys and girls over the one year period was high* ($r=.755$ for boys and $.830$ for girls). The average correlation for the boys is lowered by the inclusion of the younger sample from St. Francis' School, the average correlation for this group being $.560$.

TABLE 7.11 RANK CORRELATION OF TEST — RE-TEST OF R.M.I.B.
OVER A PERIOD OF ONE YEAR

| | BOYS 16-17 years | | 15-16 years | GIRLS 16-17 years | | |
|----|------------------------|-------------------------------|------------------------------------|----------------------|------------------------------|-----------------|
| | Grammar School N=50 | Technical High School N=21 | St. Francis Grammar School N=20 | High School N=42 | Technical High School N=7 | Convent N=28 |
| r= | .790 | .750 | .560 | .820 | .920 | .805 |
| r= | (for all boys) .755 | | | (for all girls) .830 | | |

The majority of all young people had very high correlations. 65 out of the 77 girls had a correlation of $.7$ or over. 13 of them had a correlation of over $.9$. Particularly high correlations were to be found amongst the girls at the Technical High School, (Appendix 7.P), where the lowest correlation was $.813$. Altogether of the girls from the other schools only two had correlations below $.5$, the lowest being $.397$.

Of the 16-17 year old boys 52 out of 71 had correlations over $.7$, nine of them being over $.9$. Ten boys had correlations below $.7$.
* Miller (1968) considered this figure ($.750$) as high.

.5, five of these being very low, .155, .173, .277, .292 & .298.

However the stability of vocational interest amongst the younger boys of St. Francis Grammar was much lower. Nine boys out of twenty had correlations below .5, five of them being below .3, and one of them having an absolutely negative correlation. Is this an indication that the Blank may not be suitable for its purpose until the age of 16-17 years? i.e. Interests are not sufficiently stable amongst a large number of young people until that age. (Strong 1943 p.657. Schmidt & Rothney 1955). One boy in this group however had a correlation of .966 which was the second highest amongst the boys, and the third highest amongst both boys and girls.

The general high correlation is perhaps to be expected, when one considers the relatively short period over which the test-re-test was concerned. Furthermore the pupils on the re-test were all following sixth form courses to which some considerable thought must have been given over a long period of time since there will have been a realisation of the influence of course of study upon the range of jobs available. However during this time the wide range of vocational opportunities will have been presented to a large number of these young people by the C.A.O.s and the Y.E.O.s and by many teachers individually. Very few show radical changes of interest. It would be interesting to follow-up the careers of those who did, and at the same time administer the Blank again.

The difference between the average correlations for the girls and these for the boys (Table 7.12) causes a few speculations. Do girls mature more rapidly emotionally as well as physically? Is the difference a reflection of the more limited opportunities available for girls both nationally and locally and therefore vocational interest development is restricted?

INTEREST PATTERNS

The study of interest patterns is based on a more detailed analysis of the results of the R.M.I.R. completed by the students at the Grammar School for Boys (N=50). For this study the rankings of the categories of 1966 were compared with those of 1967, and the distribution of, and mean scores of the first three ranked categories were obtained.

From the distribution of first, second and third ranked categories (~~Appendix 7.02~~) it can be seen that there is predominant interest in four major vocational fields; - Outdoor, Scientific, Personal and Literary. Two others, computational and aesthetic come well down in popularity; the rest are even less generally attractive. Practical jobs are favoured by none of the boys, in fact in most cases the practical category was the least popular one, usually being in the last three rankings, and clerical jobs are favoured by only three. To what extent is the lack of interest in these purely a result of individual preferences compared with

the influence of the type of school and its social environment upon them? This is an interesting question because obviously pupils here are capable of any clerical work, and they have had some practical experience in woodwork and craft. Is the main influence here that of social status, predominantly judged by or based upon attitudes at home? Surprisingly the school does not cater for Biology at all, yet eight boys showed considerable interest in work that would involve such training. Only one of these was the son of a doctor. Therefore there is a marked effect of local facilities upon the possibility of realising such vocational aims. In this respect there is little chance of any boy following such a career unless he takes up the study of Biology at evening classes, which for 'A' level work are available only at Sunderland and Billingham. The doctor's son referred to decided to do this. Although outdoor activities are the most popular when the first three ranked categories are considered, scientific interests are most frequently ranked first. Scientific and outdoor account for over half of the total first rank categories. This marked inventoried interest in the higher forms and studies of engineering and technology emphasises the point made earlier that the limited availability of such jobs locally forces young people with such interests and associated abilities to leave the area.

The deviation by rank of the categories from 1966 to 1967 is shown in Table 7.12. Least deviation is seen in the personal,

scientific and aesthetic categories, which throughout scored highly on the ranking lists. The only category to compete with these was the practical one which showed very little deviation amongst two-thirds of the group but which in all cases was ranked very low.

The outdoor category was the one to show the greatest deviation, and in this respect it must be noted that most of the changes were positive, i.e. to a higher rank. A similar tendency is seen in the music category. Are these changes in interest pattern a sign of instability of vocational interests, or are they the result of more intensive study of certain subjects at sixth form level which leads to the development of a more intensive interest, or is it, as Strong says, that at about 17 years interests become more profound and more stable?

TABLE 7.12

ROTHWELL-MILLER
INTEREST BLANK

RANK DEVIATION OF CATEGORIES - 1966-1967

W.H.G.S.
N=50

| No.unchanged or deviating only one rank | Rank # INCR.on... occasions | Rank DECR* on...occasions | Difference | CATE- GORY | IN 1967.....RANK ELEVATED BY | | | | | | | | | | Rank unchanged | RANK LOWERED BY | | | | | | | | | |
|---|-----------------------------------|------------------------------|------------|---------------|---------------------------------|---|---|---|---|---|----|----|----|----|-------------------|-----------------|----|----|----|----|---|---|---|---|--|
| | | | | | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| 40 | 24 | 30 | 9 | +21 | OUT | | 1 | 2 | 1 | - | 3 | 4 | 7 | 12 | 11 | 1 | 5 | - | 1 | 1 | - | - | 1 | | |
| 43 | 27 | 18 | 18 | 0 | MECH | | | 1 | - | - | 4 | 3 | 4 | 6 | 14 | 7 | 5 | 4 | - | - | 1 | 1 | | | |
| 39 | 25 | 9 | 26 | -17 | COMP | | | | | | 1 | - | 5 | 3 | 15 | 7 | 6 | 3 | 3 | 5 | 2 | 1 | | | |
| 42 | 30 | 16 | 20 | - 4 | SCI | | | | | | 1 | 2 | 4 | 9 | 14 | 7 | 3 | 3 | 3 | 5 | 2 | | | | |
| 48 | 32 | 19 | 15 | + 4 | PERS | | | | | | 1 | 6 | 2 | 10 | 16 | 6 | 5 | 3 | 3 | 1 | | | | | |
| 45 | 32 | 19 | 10 | + 9 | AESTH | | | | | | 1 | 1 | 4 | 7 | 6 | 21 | 5 | 1 | 1 | 1 | 2 | | | | |
| 44 | 27 | 22 | 16 | + 6 | LIT | | | 1 | 1 | 1 | 2 | 2 | 7 | 8 | 12 | 5 | 7 | 3 | - | - | 1 | | | | |
| 41 | 27 | 21 | 14 | + 7 | MUS | 1 | - | 1 | - | 2 | 4 | - | 9 | 4 | 15 | 8 | 4 | 1 | - | 1 | | | | | |
| 42 | 19 | 15 | 25 | -10 | SOC.S | | | | | 2 | - | 5 | 6 | 2 | 10 | 7 | 8 | 4 | 1 | 2 | 3 | | | | |
| 40 | 22 | 17 | 21 | - 4 | CLER | | | | | 1 | 1 | 3 | 7 | 5 | 12 | 5 | 7 | 1 | 4 | 2 | 1 | 1 | | | |
| 43 | 33 | 19 | 11 | + 8 | PRAC | | | 1 | 1 | 1 | 1 | 3 | 4 | 8 | 20 | 5 | 3 | - | 1 | 1 | - | 1 | | | |
| 46 | 26 | 14 | 23 | - 9 | MED. | | | | | 1 | - | - | 8 | 5 | 13 | 8 | 5 | 7 | 1 | 2 | | | | | |
| 513 | 322 | | | | TOTAL | 1 | 1 | 6 | 3 | 8 | 20 | 32 | 70 | 78 | 173 | 71 | 59 | 30 | 20 | 15 | 7 | 2 | 3 | 1 | |

*The fact that there are more showing and improvement in rank order is due to the fact that on many occasions two or more categories have been ranked equally. This upsets the balance, especially when the higher rank has been the basis of judgement.

COMPARISON OF NORMS

WEST HARTLEPOOL AND THE NATIONAL SAMPLES²⁶

This aspect is of importance in that there can be considerable variations in vocational interests between one region and another. This would especially be expected between rural and urban (industrial) areas, but as a result of industrial specialisation and of particular local economic circumstances some marked differences may arise from one region to another. Since most young people eventually obtain their jobs in their local region interest strengths and patterns indicated at a national level are not going to be as relevant to the guidance situation as those developed within the region itself. However for the selective pupils, many of whom leave the region to obtain training and employment, both the local and national norms will be relevant for guidance purposes. It must be remembered however that in this particular case a large proportion of the National samples for selective schools was provided from the local area by this study. However comparison here will be of a different population to that used in drawing up the national norms. Since local vocational interest patterns have played a large part in the development of national norms, any large variations in pattern between the local and national selective groups may be indicative of more marked differences.

26. Rothwell-Miller Interest Blank. N.F.E..R. 1968 (uncorrected proofs)

It must be noted however that the national samples, except in the case of the secondary modern boys and girls (15 years old), are very small. The lack of information on the way these populations were derived means that the statistical work which was done on the results of the local and national figures was likely to be invalid. Therefore it is only in the cases mentioned above that any statistical backing to observed differences is given, and this is offered with reservations.

SECONDARY MODERN SCHOOL NORMS (APPENDIX 7.I)

15 year old Girls

The local sample of 15 year old girls amounted to a quarter of the number which provided the national norms. Generally there is much similarity between the two groups (Append. 7.I(1 & 2)). Of the differences the most important is the strength of the interest locally in mechanical and outdoor activities. The differences were highly significant at the 0.1% level).²⁷ There was a probable significance (5.0% level) between the two groups in relation to scientific interests where locally they seemed stronger. The lack of interest locally in personal and aesthetic activities are reflected respectively in the significant and highly significant differences between the two groups.

15 year old boys:

The population of the local sample was equal to one quarter of the national sample. Similar features, seen amongst the girls, are to be found amongst the boys. Again the strength of interest locally

7. Formula used was $t = \frac{\text{error in mean}}{\text{standard error in mean}} = \frac{(\bar{X} - \bar{x})}{\left(\frac{s}{\sqrt{Nn}}\right)} = \frac{|\bar{X} - \bar{x}|}{\sigma} \sqrt{n}$
 Moroney p.227 (1951)

in outdoor and mechanical occupations is shown by a highly significant difference between the local and national group. Strength of interest, locally, and highly significant differences are also to be seen in the practical and social service categories. As with the girls' group a marked lack of interest locally in aesthetic, personal and literary occupations was reflected by highly significant differences. In the medical and the computational categories significant and probably significant differences are seen between the two groups.

Only in the scientific category was significance not established. Thus in the case of the boys locally interest patterns are very different to those elsewhere.

SELECTIVE SCHOOLS

16 year old girls:

Two tables of norms have been provided for the local samples of 16 year old girls; those for the 1966 population (Group 4), and for the 1967 population (Group 1). The numbers in these samples were very similar to those in the national sample.

The two local groups show a great similarity, although group 4 exhibited a very strongly marked interest in computational activities.² The local and national norms showed a difference in this category.

A considerable difference was seen in the clerical category, where

28. This strength of interest was revealed again in the re-test in 1967.

locally the strength of interest is much greater, and again especially so amongst the 1966 sample. In the latter case the upper quartile score lies between 28 and 9 whereas in the national sample it lies between 41 and 9.

The only other differences are to be seen in the aesthetic category, where the strength of interest locally in the first decile is much less, and in the scientific category where the standard deviation locally is much greater.

17 year old girls:

The 17 year old girls locally provide a sample almost as large as that used for the national tables (Appendix 7.J)(3 & 4). There is very little difference between the local and national group except again in the greater strength of interests locally in computational and clerical activities, and the lack of many very strong interests in the aesthetic, literary and musical fields. To some extent the former differences may be due to the fact that some of the local sample (7 girls) were pupils at the local technical High School and the majority (5) of those were studying short-hand and typing in the 6th form. The study of this subject is the only way in which this school differs from the other two selective schools - as fifth form pupils they all follow a similar school course, and for this reason, as well as for the reason of numbers, no separation was made between the types of school.

16 Year Old Boys:

The 16 year old selective samples of boys from West Hartlepool are in one case almost as large as the national grammar school (Appendix 7.L.1) sample, in the other case considerably larger (Appendix 7.K.2). However, as with the sample from selective girls' schools pupils from the Technical High School for boys have been included in the local figures and therefore to some extent account for the differences between local and national patterns.

There are few marked differences between the local and national samples. The only variations are to be seen in the generally weaker strength of interest shown by West Hartlepool boys in outdoor activities, the lack of great interest by many of these pupils in the medical fields (surely explained^{by} the lack of opportunity for qualifying) and the greater indication of strength of interest in practical matters. Without doubt this last difference is entirely due to the inclusion of the boys from the Technical High School.

A more complicated relationship exists between the two local and the national samples with respect to the musical category. The local sample of 1966 (Group 4) showed in the first decile considerably less strength of interest, but the local sample of 1967 showed an even considerably greater strength of interest, throughout the whole group. Although the two local groups would when combined show great similarity to the national norms the point that they have brought out is the need to consider the importance

of the period over which norms are taken for their relevance to particular situations (see p.330). Arising from this is also the indication of the effectiveness of local environment and changes in that environment even at that age attained by these pupils, for, in 1967, in both the Grammar and Technical Schools new music teachers had taken over. Thus apart from the possible influences of age, maturity and study in depth affecting the strength of interest, there is the possible effect of personal influence.

17 Year Old Boys:

The main difference between the local and national sample at 17 years and over is that there is a lack of strong interest locally in mechanical, practical, (despite the inclusion of technical school pupils in the local sample), social services, personal and medical activities. There seem to be stronger interests locally in scientific and aesthetic pursuits. However the average scores and standard deviation for each category for both groups are very similar.

It is to be seen that in 1966 this similar local sample showed a greater interest in practical activities than was apparent on the national figures, but by 1967 the position was completely reversed. This contrast is a result, not of fundamental changes in vocational interest patterns locally but of the fact that most of the pupils showing strong practical interests in these schools tend to leave at the end of the fifth form. Is this the result of the lure of

wage-earning, or the lack of suitable facilities at the schools locally for further education in these spheres. In particular it may be an indication of a need for improved links between selective schools and the local College of Further Education.

LOCAL & NATIONAL CONTRASTS IN INTEREST PATTERNS BETWEEN 16 YEAR OLDS AND 17 YEAR OLDS.

The two cases illustrated above (music and practical) emphasise the need for norms to be developed for separate age groups, especially so where a distinct break in school curriculum and personnel occurs. The aim of this section is to bring to light variations resulting from this break, i.e. from the decisions as to whether to stay on at school or not. Therefore the results of the Blank administered in 1966 to fifth formers and in 1967 to 6th form students are being compared. This will provide a necessary chronological comparison locally. Nationally the figures for the two age groups are most likely built up ^{from} entirely different populations.

GIRLS

Nationally the main variations between strength of the vocational interests of 16 year old and 17 year old girls at selective schools (Appendix 7.¶ 3 & 4) are to be found in the computational and clerical categories, which were strongly favoured by 16 year olds. One presumes that the greater proportion of girls with this (these) interest pattern(s) left school at that age. In contrast one sees in the figures for 17 year olds a considerable increase in the

strength of interests in the fields of personal, literary and musical activities.

Locally similar, but now obvious trends, are to be seen especially with the computational and clerical categories. The only variation to be seen locally but not nationally is the increased strength of interest in scientific occupations by the 6th. form girls.

BOYS

Nationally the 17 year old boys show relatively and increasingly marked interest in scientific, musical, personal, aesthetic, literary and social service vocational spheres. Only the mechanical category shows a relative decline. Again presumably because many leave to pursue practical subjects through apprenticeships. These interest patterns are confirmed by the national statistics showing subjects studied at 6th. form level and university. The rise in arts and social studies pupils, the steady number of pure scientists and the lack of technological (mechanical and practical) students.²⁹

Locally there are similar variations. There is a relative increase in strength of interest in the scientific, personal, aesthetic literary and musical categories, but not as marked as in the national sample. A further increase locally is seen in outdoor activities, but even then the strength of such interests is below that of the national sample. A similar but more marked decline is seen in the mechanical

category, which again reflects school-leaving, but may also be the result of selective pupils in an area of heavy industry, with all its concomitant problems, renouncing their inheritance. In addition locally there is a relative decline of interest in clerical occupations.

SUMMARY

The general findings of this study of interests are as follows:

(1) That in most cases vocational interests and therefore aims are in accordance with vocational opportunities, but that there is a marked contrast between the range of jobs chosen by selective and modern school pupils.

(2) It seems that as a result of selection at eleven that completely different occupational vistas are associated with different schools, and this is reflected in the expressed job choices.*

That is despite a continuum of ability and capacity which one would expect on perusal of the 11+ results; the effects of the secondary school system is basically divisive vocationally and perhaps socially. It will be interesting to see if these contrasts are found when (a) the school-leaving age is raised and especially (b) when the schools become comprehensive in character. If the pattern found in America develops as a result of the latter influence a marked degree of over-ambition may become evident (see page 275). In this case the important influence of the school in vocational spheres should not be

* Perhaps this is an over-generalisation. To verify this assumption a more detailed study, with ready access to information on individual intelligence levels, would be necessary.

abused by the lack of a well developed vocational and educational guidance service.

- 3) Although a far greater proportion of young people entered jobs which they had chosen during their last year at school compared with their choice in the previous year, there was a greater degree of over-ambition or a greater apparent lack of occupational realism by the school leaving year compared with the choices of this group as third form pupils (see p.285 & Tables 7.2 & 7.3). Obviously some considerable rethinking takes place at this critical time. This trend shown by the pupils from modern schools was reflected in the selective school sample, especially by the boys. Here a large number of boys compared with the previous year did not know what type of job they would take.

Is this rethinking a result, in the case of modern school pupils, of their introduction to careers lessons and all the concomitant activities, i.e. the guidance programme? Is the programme so concerned with presenting as wide a range of jobs as possible, thus whetting the vocational interest appetite, without tempering this by providing information on the availability locally of the range and probable numbers of occupations. Very few young people wish to leave the local area, and thus it becomes essential, because of this limitation, that in any voca-

tional guidance programme information should be given or a study made of the availability of occupations locally. Thus in many cases vocational interests cannot be satisfied. This philosophy cannot be regarded as a satisfactory matter from the point of view of vocational guidance. However for the more able, i.e. selective school pupils a far wider range must be considered since the needs of many cannot be met locally.

- 4) The vocational preferences of those who stayed on at school or entered the College of Further Education or other training establishments were reflected in the choice of courses for study. The interest factor here seemed to be **predominant**. This complete relationship itself is important because it emphasises the difficulties of assessing interests as a factor in job choice. In education, unlike the sphere of work, there are fewer limitations on the availability of places on particular courses whereas there is a more obvious and final number of available jobs of a particular type. Education courses can be readily extended and expanded, jobs cannot. There are thus limitations to the effective satisfaction of vocational aims. The number of non-accordance jobs therefore that are found when a comparison ^{is made} between occupations entered and expressed, and in particular, inventoried vocational interests is not necessarily an indication of the ephemeral nature of the initial occupational preference nor of the ineffectiveness of

or lack of validity in the interest test.

- (5) The generally apparent relationship between job choice and of the availability of jobs is paralleled by a high degree of stability of specific job choice and of vocational interest (i.e. stability of the FIELD of work). This reflects considerable vocational realism and maturity. Reference to Appendix 7.G. will reveal that the intensely held vocational ambition is more widespread than might be expected. This is contrary to the findings of Wilson (1953).
- (6) The expressed vocational choice (in answer to the question - "what in fact do you think will be your first job?"), proved to be of considerable value for guidance in that it indicated the desire for a specific job and also the character of work so indicated provides considerable information on the field of work that may be suitable. It seems that this would be of greater value than for this purpose the three free choice responses at the foot of the Rothwell-Miller Blank, although these responses showed a high degree of stability. Furthermore, it would be of greater value than the predictions of the first ranking category only on that Blank. ~~This~~ is probably a result of the phrasing of the question which requires a more realistic reply.

- (7) Generally the girls had more stable choices than the boys, and the selective school pupils showed greater stability of occupational choice and interest than those at modern schools. In the former case it may be entirely due to the more limited occupational range available for females or to the adoption of stereotype attitudes to women's work. However the differences noted between the choices and interests of those at modern and selective schools cannot be caused by limitations of choice for the latter group. It might be presumed that the far greater range of jobs available to pupils of selective schools would increase the difficulties of job choice, yet greater stability, over a longer period is seen amongst this group. Is the difference then a result of greater vocational maturity of the selective school group?
- (8) It was noted that there were very few unusual and over ambitious fantasy job choices by the selective pupils, and that the high degree of relationship between fantasy and actual job choices probably reflected a much greater vocational ^{maturity} or realism. ³⁰
- ³⁰ Conversely there was a marked relationship between the selection of extravagant and very ambitious fantasy jobs and a tendency to occupational instability. This was especially seen amongst the modern school pupils.

30. This indication of maturity is in contrast to the opinion and findings of Musgrove (1965) pp.121-129, in which he deals with self-concepts and maturity in general. He contends that the Grammar School is an inadequate medium by which to promote maturity.

- (9) The inventoried interests proved to be of great value. A very large proportion (70%) of young people obtained jobs relevant to the indications of their interest patterns (First 3 ranking categories). That the Blank reveals interest patterns and the relative strength of interests is of great importance to the guidance situation - it provides information on the fields of interest thus paving the way for greater individual deliberation and research into the wide range of jobs available in a limited number of spheres. Such a concentrated study of the acceptable fields of work enables an appreciation of the extensive range of potentially suitable occupational activities.
- (10) This range is however limited by the availability of occupations locally and by the abilities and aptitudes of the individual. Thus to be of full value the results of the Blank must be related to the local employment situation and to tests of intelligence and aptitudes. In this way the Rothwell-Miller Blank could be of great value in the educational programme. However, since there is very little subject choice at the moment at 3rd. or 4th. form level in any of the schools in Hartlepool its value in educational guidance - by relating subject choice to inventoried interest - will be negligible locally.
- (11) The limited study of the stability of inventoried interests over a one year period showed that there was a very high degree of ranking stability especially of those categories in the first

or last three positions. Strong likes and dislikes were thus apparent. Some of the categories, notably ~~outdoors~~, computational, musical and social services showed considerable deviation of ranking order. Such deviations indicate ~~that even~~ at 16 - 17 years of age vocational interest patterns are not completely stable and are liable to fluctuate as a result of factors at school such as that of personal influence and the study of a limited number of subjects in depth. Study, and all that it involves, especially sitting indoors for most of the day may be the cause of the remarkable changes in the rankings of outdoor activities by these pupils. Although there was an overall high correlation for the 16-17 year old pupils the very low **one** for the 15-16 year old boys (.560) raises the question of the suitability of this Blank at and below that age.

- 12) There are a number of variations between the strength of interests locally and nationally. This is particularly so amongst the modern school pupils who locally display stronger interests in mechanical, practical, (both boys and girls,) and clerical categories (girls). In this case, in contrast to the selective groups, they show the effect of the predominance locally of factory work, especially of engineering and steel industries. The strength of interest shown in the ~~above~~ is compensated by higher scores in the musical, aesthetic and literary categories.

- 13) The differences between the local and national norms stress the importance of developing local norms for guidance purposes. This is especially so when these have been related over a number of years to jobs obtained. These local norms are as important to the guidance process as adequate information of the availability of jobs locally, and the two are inextricably interconnected. Although the use of local norms will be valuable for both modern and selective groups, for the latter, who are by necessity more mobile, reference must be made to the national norms.
- 14) Over a third of all pupils gave exactly the same reason for job choice in both 1965 and 1966. Thus there is considerable stability of influencing factors, as well as of choice.
- 15) The main personal factor contributing towards job interest and choice seems to be the influence of the immediate family, and especially of the father.
- 16) Interest is the major impersonal factor that affects choice, and especially important in this context, perhaps because most developed interests are generated here, is the influence of school. The selective school pupils in particular exhibit the influence of this. Amongst the selective school pupils, there is a far higher proportion showing "other-directed" and "inner-directed" influences upon job choice, whereas "tradition-directed" (Veness 1962) influences were predominant amongst the

modern school pupils.

This seems to indicate that children from different intellectual groups and perhaps, more important, of different social groups have different needs for personal fulfilment, and the choice of job reflects this.³¹ One aspect of the "social" influence is perhaps the influence of the selective educational system. Is it a result of this, and consequently, a more intensive education for a proportion of children, that leads to more complex demands for personal fulfilment and also a different attitude to what a job should involve?

- 17) Other influencing factors upon job choice are the satisfaction of particular needs. For example girls predominantly wish to be with other girls or to meet people, whereas boys generally seek jobs which have a practical basis. These are satisfactions that can be obtained from the job itself or from the immediate job environment. The selective school pupils generally seek satisfaction beyond the job. In most cases they presume that the job will have interesting and absorbing facets. They also expect that the job is worthwhile for its own sake and thus expect to obtain satisfaction from that and from knowing they are making a worthwhile contribution to society or playing a worthwhile part in the community.

- (18) It was also noted that many of these particular influencing

31. Lipsett, L. (1966) noted in the U.S. that the modest level of aspiration of boys from lower income groups, and he inferred that their background is alien to educational processes.

factors were related to specific activities. Those wishing to be shop assistants wanted to meet people, whereas those hoping for jobs in factories wanted to be with their existing friends. The acquisition and development of a skill was found to be common amongst a variety of intending engineers.

- 19) Throughout there was found to be differences of emphasis between boys and girls, and between selective and modern school pupils, with regard to their reasons for job choice and other factors that would make the job enjoyable or attractive. It is to be noted that as a result of studying the factors which affect job choices and also by taking into account those aspects of jobs to which young people look forward or are likely to dislike (Table 7.6 and Appendix 7.L) the predominance of interests (i.e. satisfaction of needs: Veness' ~~INNER-DIRECTED CHOICE~~, or Daw's Occupational Satisfaction³²) in job choice is greater than one would initially presume.³³ As a result of this it would seem that more careful attention should be paid, in the widest sense, to occupational interests. The adoption of the R.M.I.B. by schools would enable a more efficient sampling of vocational interests. The information obtained could be effectively used
32. Appendix 7.N.
33. Hill (1965) found this to be the case (89%) had been mostly influenced by personal interest or aptitude factors)

by the Y.E.O. in relation to the interview situation in which the "7.Point Plan" plays a considerable part.³⁴ A knowledge of the pupils' occupational interests can be of great value in helping to motivate individual pupils towards work in school and the increasingly important need for qualifications.

The above findings, together with those from Chapter 3, and ideas and information obtained from guidance literature produced both at home and abroad, have been used to devise a suggested syllabus for vocational and educational guidance that could be used locally, or even nationally by all secondary schools.

4. The relationship between the categories of the R.M.I.B. And the 7.point plan are as follows:-

| <u>7 Point Plan</u> | <u>R.M.I.B.</u> |
|------------------------|--|
| Office | Clerical |
| Practical/Construction | Practical.Mechanical*Computational Scientific+ |
| Active/Outdoor | Outdoor |
| People | Personal.Social Services.Medical |
| Artistic | Literary,Musical.Aesthetic. |

*i.e. at technician level (G.S.'O' level & S.M.Top).

+i.e. at technologist level (G.S.'A' level).

CHAPTER 8

A PROPOSED SYSTEM OF VOCATIONAL AND EDUCATIONAL GUIDANCE FOR WEST HARTLEPOOL

THE NEED FOR GUIDANCE

Fundamental to the development of an effective and all embracing guidance system is the acceptance of realisation of the need for such a service. Work looms large in the thoughts of older secondary school pupils; it is important to them and to the country that they obtain suitable jobs. There have been signs of an increasing realisation of the needs of the pupils and the country during the last few years, in educational journals, and particularly in publications by the Department of Education and Science, the Schools Council, and bodies such as CRAC and ACE. Further emphasis has been given by the Reports of committees led by people such as Albermarle, Newsom, and Crowther.

However it cannot be assumed that such a spate of publications is indicative of general acceptance; in fact these publications themselves express how few well developed guidance systems exist. There must be many teachers, head teachers and local education officers who are uninformed in this sphere, or who have read such

works but fail to see the relevance of such a system to their school and its problems. Such people are found locally, (see Chapter 2) and some way of encouraging them to develop a guidance system must first be found.

The way to the development of such programmes, particularly for the older pupils has been well signposted by Newsom, and to some extent in the Working Paper No.2 of the Schools' Council, "Raising of the School Leaving Age," in the context of Education, not just Guidance. The specific failures of the existing school and Y.E.S. system have been well presented by people such as Carter (1962 & 1966) and Veness (1962). Thus some considerable effort has been made in recent years to focus attention on the problems facing young people in their educational and vocational decisions.

However the need for guidance in these matters was raised in Britain many years ago, in 1933 Myers (1933) said, "what is needed is a teacher in each school.....familiar with modern scientific principles and methods of vocational guidance." Macrae (1934) echoed these words, quoting results from his own survey which showed that 50% of children desired to take up careers for which they were entirely unsuited, mentally, temperamentally and physically. He abhorred the undoubted ensuing human unhappiness and economic wastage.

The hopes of people such as these have gone virtually unrealised

since then. There are indications only that many schools have careers teachers¹, but those teachers who have any training or experience with "modern scientific principles and methods of vocational guidance" are remarkably few. Furthermore few careers teachers are provided with anything like the necessary facilities or time for their duties².

However even the increased numbers of untrained, part-time, or extra-time careers teachers cannot be regarded as an inevitable example of time repairing the needs of society because the society of today is vastly different from that of the 1930s. Can a part-timer be expected to keep up with the bewildering rate of change in already complex industrial and educational fields, let alone carry out the vitally important task of preparing pupils mentally, physically, and emotionally for their future employment?

The need for vocational guidance then has only been partially met and thus acceptance of its importance is only partial. However it seems that the shortcomings of the once for all or crisis guidance system has been realised by those schools and areas where a service has been well developed. The matching of an individual to a job however does not solve all the problems of approaching adulthood.

1. Watts, A.G. Editorial Director of CRAC in a talk to the Arnold Society, Feb. 1965, said a sample survey carried out by his organisation showed that only just over half of secondary schools had careers teachers.

2. A new national organisation aimed at improving the status, conditions and training of careers teachers was launched 30th Nov. 1968 at York University. (National Careers Advisory Association).

There is the need for guidance within a wider setting, so that aspects of the educational and personal spheres which are so much a part of individual development can be effectively dealt with. It is on these aspects that much stress has been laid by the Schools' Council and the Newsom Report, and by individuals such as Rodger, Daws, Owen³ and Gill in Britain. Dale and Griffith (1965 p.63) more recently have touched upon these other aspects in their study of deterioration, and Musgrove (1964 & 1966) and Palmer (1965), in particular, reveal a crying need for some concern with the personal and emotional aspects of guidance.

These last needs have been realised at Stoke-on-Trent where a system of counselling, similar to that in the U.S.A., is being adopted. The scope of the counsellor here extends beyond purely vocational matters to include educational and personal concerns. As Davies (1965 p.128) says "what must not be underestimated is the persistent need for advice of boys and girls when they are thinking of leaving school, especially when they have reached an educational level unknown to any member of their own families. They are entering an entirely new world and it is obvious in taking their first steps into it they will need a great deal of help."

It is hoped that this newly adopted system will result, not only, in the development of much better balanced and informed students, but

3. Owen, P.E. H.M.I. (1963).

also a more integrated school community and more satisfied and happier future citizens. This last result is, according to Daws and Owen, the primary aim of guidance; help in deciding on and acquiring a job is only a part of that process. Thus vocational guidance is accepted as an essential duty of the school and it has been allotted its place in a system of education which is being reset to fulfil the needs of society and the individual.

Since the role of the Counsellor is more extensive than that of careers teacher (Daws 1968 pp. 8-9) greater emphasis must be put upon training, the availability of necessary facilities, and especially of time, and the effective organisation of a "team". (Daws 1966 pp.17-18). For such wideranging work will involve not only other members of the school staff but also the individual and varied social services which can play an important role in the life of many children and families.⁴

The basic aims of the guidance system should be to encourage the gradual development of vocational maturity not only ^{by} imparting vocational information and advice, but by acquiring as much relevant personal information ^{as possible} about each pupil using the service. If this is achieved it will have helped individuals to understand themselves, (self-concepts) i.e. their needs and values. Therefore when the time comes for a vocational or educational choice to be made the pupils will

4. It is in this context that recommendations of the Seebohm Report is relevant to this study.

be well equipped to make a realistic decision. As far as possible attempts should be made to maintain links with school leavers for their sake, at this time of readjustment, and for the sake of follow-up assessment of the guidance programme.

One significant feature of the guidance counselling system, particularly the way in which it is growing up in the U.K. is that the personnel are trained for this specific job⁵. Furthermore pioneering local education authorities having made provision for the course to be followed have been keen to reap the reward. Therefore the timetables for the school as a whole and the counsellor himself have been modified accordingly. This is a different story to the way in which some Careers Teachers, in certain areas, have been appointed and the subsequent apathy shown, in many cases, by the⁶ L.E.A., the school and the individual. This feature of inefficiency was highlighted by a recent report, which stressed in particular the lack of knowledge and understanding that careers teachers have of industry. It was shown after this that the pilot scheme of work experience organised by the Schools' Council was carried out and reported on. The appointment of a Counsellor implies and necessitates action, whereas too frequently the appointment of Careers Teachers has been merely the result of lip-service^{to vocational guidance}, or a means of awarding an allowance payable for "special responsibility".

5. Specific Guidance Courses are run at the Universities of Keele, Reading, Exeter and Manchester.

6. Training of Young People in Industry - Central Committee of Study Groups 1965.

Although there has been some considerable digression from the specific aspect of vocational guidance, while the advantages of the Counselling system could be considered, it is not inappropriate to the heading because whether such a system is created or not there will still be the need for careers teachers within or without the system. Since the Counsellor depends upon 'team' work to carry out his job, which in many instances is that of a co-ordinator, a specific careers teacher, or teachers, will be required. The vocational guidance programme will function as part of the total guidance system evolved by the Counsellor⁷. It is with this vocational guidance programme that this Chapter is concerned.

It is essential that a vocational guidance programme is developed in each school, though each school need not specifically develop its own programme. There is much to be said for a local or regional programme, especially if it has been worked out by a body of careers teachers or counsellors who know and understand the particular problems and characteristics of the local occupational structure.

Such a body and its accepted policies would obviate the need for the Youth Employment Service to be organised by the Local Authority, since this body could develop its policy with reference to the Y.E.S.

7. A.G. Watts in K. Littler (ed.)(1967) believes that development of a counselling system would result in the development of a tripartite arrangement, CAREERS MASTER for information, Counsellor for Guidance, Y.E.O. for guidance and placement. This is dealt with in greater detail by Daws (1968) pp.4-9.

In the case of West Hartlepool where the service is administered by the Department of Employment & Productivity, and where the latter seem to be somewhat reticent when asking for facilities, and time, the recent development of a Careers Teachers Association may be the basis of a more effective partnership between the schools and the service. Therefore the basic problem of which Department should have control - Education or D.E.P. is then no longer of importance. The local association of careers teachers provides a satisfactory compromise and a vital link.

STAFF & TRAINING

There is no mention at all of careers ~~teachers~~ in the Crowther Report. This illustrates the "newness" of the idea of such people and their possible roles. Although there has been a great, if not sufficient, increase in their number in the last few years, very few have received any training - none of the local careers teachers have. Since training facilities for vocational guidance, at certain universities and, in the form of Special Studies, at Colleges of Education, have only recently been developed, there will be no trained personnel immediately available for this task locally.

Since knowledge of the local employment situation and prospects would be a distinct advantage for such type of work, there are two possible courses that could be taken locally, using existing staff members. Firstly teachers could be seconded to existing courses of counselling and guidance at the universities, or secondly, some teachers

could be trained by in-service techniques⁸ which could be operated by the Institute of Education at Durham, through one of the colleges of Education in the region which run "courses" on guidance. Already the newly developed local association of Careers Teachers has indicated a part that it could play by arranging works visits for itself and is thinking in terms of a works experience course⁹.

Presuming that the local education authority adopted any of the above schemes and the benefits of the associated training facilities, it would be assumed that the appointed staff would be provided with a specialist room for teaching, and storage and display of essential material, and that a personal room for individual interviews with pupils, parents and others concerned with the guidance process. In addition the person should seek facilities for acquiring and storing knowledge of individuals, i.e. the use of standardised tests, but most important of all an allotment of time within the school timetable for relevant class or group work. Ideally the Guidance programme in each school should be under the direction and control of a counsellor. The Counsellor would be involved with all pupils in all matters concerning their welfare. For this purpose he would require considerable time for individual consultation, but he should make

8. Such a course is organised by Edge Hill College, Ormskirk.

9. Such courses, providing the teachers with more than vocational information, have been run successfully in many parts of the country, and in many local areas, e.g. Stockton, Sunderland, South Shields, Middlesbrough and Gateshead.

group contact a regular feature and design his total guidance course accordingly. For particular educational and vocational guidance purposes a Careers teacher(s) should also be appointed, adequately trained in vocational and educational guidance work (Daws 1968 pp.4-5) and who can organise a suitable school programme for these aspects in conjunction with the Counsellor.

The job of the careers teacher is such that if it is to be done effectively, there must be provision also within his working day for the many administrative duties and time for some individual interviews to be carried out. Despite provision of this kind it is to be expected that the working day of such a person will be longer than the official school day, since much of the individual contact with pupils will be after school. As a result of the last fact, and the need to attract men of ability, the career prospects of such a job should be made apparent in the form of an allowance for special responsibility, or as head of a department.

Since secondary schools are becoming increasingly larger as a result of the adoption of comprehensive ideas, or merely as a result of a greater number of pupils staying on beyond the normal school-leaving age it will be more than sufficient work for one man to organise and run the educational and vocational guidance programme and to try to accumulate the necessary knowledge about each individual pupil (in most cases over 1,000 of them). This is one way in which

the appointment of both a counsellor and a careers teacher can help to solve administrative as well as educational problems.

In fact it will probably be necessary to have, in addition to the counsellor, two careers teachers in each mixed school, a man and a woman, and these should play a large part in controlling a team of teachers. Much work, especially the general clerical and fact finding work could be designated to, and accepted by, the rest of the staff, particularly the form teachers. Furthermore, the subject teachers could be effectively employed in such a team, in ways which will be suggested below when the programme itself is discussed.

One major result of this wholesale involvement may well be similar to that found in Essex where the use and advantages of the standardised tests are being assessed. Greater care had apparently been taken by teachers when filling in record cards, since they realised that comparison of their reports and results with those of the objective tests would be possible. It is possible that as a result of this increased care in reporting that a well organised guidance course would demand, there would be, subsequently, a tendency towards a more individual approach to teaching in general.

The existing, newly formed, local Association of Careers Teachers as well as providing a suitable link between the individual schools and the Youth Employment Service run by the Dept. of Employment & Productivity, can also serve as a clearing-house for ideas and projects arising and developing individually or between two or more schools.

Greater uniformity of the basic aims and facilities within each school would be a likely concomitant of its successful development and acceptance.

Concern, up to this point, has been mainly with the schools and the part they can and must play in the guidance process. However, the statutory authority for guidance lies with the Youth Employment Service which is supervised nationally, and in this case, administered locally by the D.E.P. The need for effective links between the two bodies is therefore essential and was stressed in the previous paragraph. However, the situation is likely to arise, relatively frequently, as a result of the career and promotion structure within the D.E.P. Labour, whereby schools and the "careers teachers" are faced with changing personnel.¹¹ Despite the development of improved training schemes, proposed in the Albermarle Report and recently implemented, the Youth Employment Officers of the D.E.P. are likely to be less well trained than the teachers, and furthermore, spending some considerable time adapting themselves to the exigencies of the local situation.¹²

11. In April 1968 the two existing Y.E.O.s went before a selection panel of the D.E.P. and were promoted. Therefore within a very short time their posts will become vacant. These Y.E.O.s have served for four years.

12. In order to minimise this problem for their successors the 2 Y.E.O.s are drafting a programme of work and of general limits.

The matter of relative training and status must be further considered if the 'team' approach to careers work is to be implemented effectively. However, since the Service locally is administered by the D.E.P. the Y.E.O.s will have undergone some training, whereas the staff would probably be unqualified if the Service was run by the L.E.A.

DUTIES OF CAREERS TEACHERS & GUIDANCE STAFF

As stated earlier, the total guidance services of the school should be organised by one person, the counsellor, but he will require help from the careers teacher in the sphere of vocational and educational guidance. The careers teachers in turn will depend upon considerable co-operation from other members of staff and from individuals or organised bodies outside the school.

Particularly important members of the school guidance staff will be the form-masters or mistresses who can play a vitally important role since they are the ones who will be most intimately connected with the pupils and can carry out many of the administrative duties mentioned above. Furthermore they could be the basis for improved links and relations with parents. This broader service will make for a more satisfactory individual service.

The duties of the Counsellor will therefore be twofold: those concerned with the organisation of ^{the} guidance service in general, and the specific tasks that are vital to the Service, and which require particular skills.

The fundamental job will be to organise and co-ordinate the guidance services in the school and co-operate with the Y.E.O. and other officers from a variety of relevant social services. In this respect the counsellor will serve as a consultant regarding these services to all the interested parties, namely, the head, the staff, the parents, and the pupils.

Detailed and wide-ranging individual information will be required about each pupil. Much of this information can be obtained from the pupil himself during an interview, but much time can be saved in some cases by the use of group tests. For this purpose the counsellor must select or develop, and where necessary, administer, a range of questionnaires, and standardised psychological tests that are in accordance with the guidance programme. In this context the timely advice of Hopson (1968) should be considered before any decisions are made. The scoring of these tests and the subsequent preparation of individual statistical records or profiles will devolve onto the counsellor. These records will have to be filed alongside other written and personally subjective reports produced annually by the form master. These cumulative records will be of great value for both school purposes and to the Y.E.S. as information additional to that given in the specific Y.E.S. report forms. However the development and maintenance of records should not assume too great an importance (Longhamy 1966),

and care should be taken to ensure that counselling and detailed records should not prevent fresh starts being made by young people.

As a result of the use of tests in either the group or individual situation, and of information received from other staff members, the counsellor should make the necessary overtures to the relevant medical or social services within or outside the school concerning individual pupils who seem to require special consideration.

Vitally important to the guidance process is the provision of information of both an occupational and educational nature. This purpose can be served by using part of timetabled lesson or lessons to impart such basic, ~~general~~ information,¹³ and by the development of a well catalogued library which can be used for specific reference by individual pupils. Many problems of classification of information for quick reference have been solved by the system now being advocated by the C.Y.E.E. and C.R.A.C. An additional advantage of all this is the fact that from now on material issued by the two bodies will bear the relevant classification code and thus maintenance and administration of such a library will be much easier.

The counsellor and the careers master must make themselves available at certain times during, and after, the school day for counselling and helping individual pupils who have come to see them of their own accord or have been referred there by some other staff member.

13. This to be done by the careers master in schools where both a counsellor and a careers master are to be found.

Furthermore there should be certain periods during school-life when each pupil will be expected to make reference to them regarding future educational plans and policies.

The knowledge that can be gained of an individual and of his previous environment can be very important in helping that person to adjust to new conditions. This is particularly important with regard to the duty of receiving the new entrants to the school. For this reason considerable links with the primary schools must be developed and maintained, particularly in the form of designing, completing and receiving adequate individual record or report cards. Further means of improving relationships between the secondary and primary schools will be described later.

When an individual leaves the secondary school, further and, in many cases, considerable adaptation to new conditions is required. Help in this matter can be given based upon knowledge obtained about the individual during his secondary school-life, but also based upon direct experience within, and information, about the new environment that can be given to the pupil whilst still at school. This necessitates a great variety of contacts with both the world of work, of higher education, and society in general. For this purpose the careers teacher must arrange conferences dealing with these matters, and visits to and experience within institutions, factories, and offices. Some considerable help can also be given to the pupil by referring to specific cases and

subsequent careers of old boys which the counsellor himself has followed up which might show the variety of solutions or ways that can be followed by individuals apparently in a similar dilemma. Furthermore an efficiently developed follow-up service would be invaluable to the Counsellor and the Careers teacher in assessing the value and effectiveness of the guidance programme.

PROPOSED PROGRAMME FOR SCHOOLS

An effective programme demands that sufficient time is allowed for it within the school curriculum. Moreover the whole school should benefit from the part that such a service can play in the development of the individual with regard to educational, vocational and personal matters. Despite the increased awareness of careers work in recent years, the impact has been felt mainly within the school-leaving year and thus in this respect the guidance still seems to be looked upon as a crisis matter. The findings of many researchers, - and similar features are apparent within this study - have shown that individuals begin to think about careers far earlier than the year in which they are going to leave school. It is perhaps at this period, when most pupils lack the necessary information about themselves and about jobs, that wrong choices and attitudes (stereotypes) arise. A systematically organised programme developed throughout the school, from the reception class, and beyond, the school-leaving class would probably have more satisfactory results in producing individual happiness. That a programme can be of benefit when organised throughout

the secondary school career would seem to be acceptable to most people. Super (1957) however thinks that a well-organised programme can be of a more positive nature in that it can hasten vocational (and probably educational) maturity if introduced at the age of 12 years. As a result of this type of programme there are no major crisis decisions, merely a series of minor decisions, i.e. Rodger's proposed "planned procrastination," can be adopted. Even if the benefits of an extended guidance service are accepted there is the basic administrative problem of catering for this service within the existing school timetable. At the moment all modern schools in West Hartlepool provide for vocational guidance only during the final year at school. In all but one case, this provision takes the form of one timetabled lesson, with additional works visits and talks from outsiders. The exception to this is the Manor School, which has only recently been opened, and which provides a full afternoon (weekly) for each class in the fourth year, but requires works visits to be undertaken during this time.

The number of periods allotted to Vocational and Educational Guidance is a matter of concern basically only for the individual school, but it is essential that at the fourth form level at least one period per week is made available for such work. However the more that can be arranged the better. Lower down the school it would be

ideal if one period per week could be set aside specifically for this work, but even if such a facility was not available, with the blessing of the head, and the co-operation of the other members of staff, the programme could be followed through within the framework of other timetabled subjects. The particular aim at the lower levels will be to provide a wide sample of information relevant to the world of work and the educational ladder. The more personal problems can be in the province of the form master, who ideally would take that class for more than one subject, or of the ~~class teacher~~ and careers ~~teacher~~ or of the Counsellor. However by the time that subject, and therefore frequently subsequent educational and vocational choices have to be made, usually at 14-15 years, i.e. after 2 years, the work should mainly be in the hands of someone selected and trained for the job. Eventually by the 4th and 5th form the programme is more widely and more specifically concerned with the exigencies of the world of work, without ever becoming too vocationally biased as regards the teaching and training in special skills.¹⁴

The techniques used within the guidance programme will vary widely, probably reaching their greatest range during the last year. However ~~even~~ during the initial part of the programme amongst the younger pupils the teaching techniques should extend beyond mere

14. A grave warning concerning excessive reliance upon vocational to the detriment of social and cultural training was issued by Professor Gaebraifer during his Rerim lectures (BBC 1966).

didacticism, and include the use of films, TV, Radio, tape recorder, visits, and projects. These techniques can be employed within the framework of the "allotted" lesson or in extra-mural activities such as designated homeworks, and specially arranged end of term activities.

Since the initial part of the guidance programme (two years) may be administered by a number of ordinary class or subject teachers a specific scheme of work should be prepared by the person in charge of guidance. Such a scheme is presented below, It is recognised that considerable modification would be necessary before it met the needs of any particular school and therefore is to be regarded only as a suggested framework.

The suggested programme is based on the assumption that much needs to be done in providing for the vocational, educational (and social) needs of young people. As yet (if ever possible) there has been no clear cut way of determining the best course, and the effectiveness of it. The programme is offered on the basis of hope (for its effectiveness) and of diversity (to appeal to as wide a number of pupils as possible.)

FIRST YEAR

Since the intake at secondary school is from a number of junior schools each with their own rules and regulations, and consciously followed way of life, it is essential that these aspects of the secondary school should be expounded as early and as effectively as

as possible. Furthermore this new life is based within a completely different building and grounds, the lay-out of which will provide some considerable difficulties in the early days, and the teaching is carried out by a much larger staff. Each new pupil will be faced in most cases by six or seven different teachers rather than the one or two to which he has been accustomed.

These factors are all very significant to the new secondary pupil and in order to minimise the possible damage, or at least the inconvenience, that they can cause, a suitable induction course should be held. This course can be organised for the first day at school¹⁵ or perhaps more effectively for some date prior to the beginning of term. This latter suggestion has a number of advantages.

First of all it provides a means of introducing the geography of the school to the individual pupils at a leisurely pace. In fact if a map of the school is provided the pupils could find their own way round the building. (The position of important parts of the school such as the hall, the gym, the labs, the toilets and cloaks and the staff room, and an explanation of the numbering system of the class-rooms could be indicated.

rooms.) Secondly the rules of the school could be expounded and properly explained and reasoned. Thirdly some, or all of the staff who will be taking the pupils could be present. Particularly it would be helpful for both the pupils and the staff member concerned

¹⁵. As apparently happens at High Pavement School, Nottingham, according to its headmaster Davies (1965), a personal link is cemented between the housemaster and the form-master on the one hand, and the pupil and his parents on the other.

if the form master was present. The specialist services that the staff carry out can be explained. Finally the range of out of school activities can be presented so that the pupils have a prior knowledge of such activities and can make a specific effort to attend those of their choice. Apart from the benefit that an induction course can be to the pupils and to the school as a whole it could successfully be used as a preliminary contact with parents. This would make a contact not only between parents and the head, but, perhaps more important, between parents and the careers ~~and teacher~~ ^{adviser}, the counsellor and the first year form-masters. It is perhaps likely that such a meeting - a preliminary to a new, and at least initially, an exciting phase of life for the children - would attract many parents. If an effective contact can be made at the beginning of the secondary course it may prove to be invaluable at later stages when the views and opinions of parents, so frequently and effectively reflected in their children's thinking and choices, with regard to educational and vocational matters, will be sought.

After this initial course the guidance service can follow the general plan laid down during its one timetabled lesson, or if such a facility is not provided, the programme could be carried out within the framework of the timetabled subjects relying upon the work of one member of staff, or preferably a number of staff members. A "team-teaching" approach may have much to be said for it at this level,

in that the staff members concerned would be more deeply involved with the individual pupils. This may be an effective way of developing a lasting and valuable teacher pupil relationship. Furthermore the need for the teachers to come together and work out the programme as it impinges upon their specific subjects may result in greater co-ordination amongst these staff members with regard to the linking of their subjects in other ways, particularly to the extent that it may cut out undue repetition of facts and principles by two or more departments.

The suggested basis for a programme during these first two years is found below.¹⁶

Throughout the whole of the guidance programme tests would be administered. Appropriate times at which certain tests could be introduced have been indicated but these are not necessarily the only tests, or the only occasions on which they should be used. There is much value in repetition of tests to obtain information on trends exhibited by individuals and by children as groups. However tests should not be used haphazardly and for no particular purpose (Hopson 1968 p.2). It is in this context that each school should decide upon its requirements.

16. These suggestions are based largely upon the type of course suggested in the Educational & Vocational Guidance course of the Department of Education at the University of Durham, which incorporated parts of a scheme of work outlined by T. W. Nightingale (Chief Inspector, Durham County).

In the initial stages of the guidance programme greater stress can be laid on the educational aspects since:

- (a) they are directly relevant to the new situation,
- (b) there is no problem initially of any subject choice matters concerning the children,
- (c) entrance into employment will seem far removed from children just embarking on their secondary school educational course,
- (d) it is a means by which some general and social points, that should be put forward to young people, can be presented to all those of a particular year group.

Too many children today seem to go through the school system without being fully aware of its value and how they can assure themselves of full benefit, (see 2A,2B,2C,2D below).

There is much of educational value in such an introduction since not only can the basic philosophy of education and the basic techniques of learning be put over but these will be presented to pupils from a wide social background. The problems which children from large and/or poor families contend with (Dale & Griffith 1965) may, in some small way, be alleviated by some of this teaching. Follow up on these lines by visiting the homes of such children will give added impetus to the encouragement by the school.

Acquiring an Education

1st Year

- | | | | |
|---|----------------------|------|---|
| 1 | Importance of school | i) | Organised programme of study. |
| | | ii) | Full assistance of qualified and trained teachers. |
| | | iii) | Use of special facilities - library, labs., work rooms, gym, etc. |
| | | iv) | Regular review of progress and achievement. Introduce school policy of testing intelligence attitudes and interest. |

- v) Value of all school subjects.
- vi) Value of working together as group, class, school.

Learning

2 A The Background to Learning

- (a) Sources of learning - parents, teachers, experience, out of school groups etc., books etc.
- (b) Why we learn - satisfy curiosity, achieving goal, skill, self improvement, etc.
- (c) What we need to learn - basic skills, 3 r's, special skill and trades. Social behaviour.
- (d) What is required for learning - interest, ability, application and method. The importance of motivation and reasonable goals.

B How we learn - correct and vivid first impressions, repetition, practice and revision - Doing, testing, relearning, re-testing. Explain with reference to classroom procedure.

C Obstacles to Learning

- Persons who have:-
- (a) Wrong attitudes to learning.
 - (b) Lack of reason or desire to learn.
 - (c) Do not understand and will not ask about difficulties.
 - (d) Foolishly copy other people's work.
 - (e) Inattention and faulty attendance.
 - (f) Do not follow rules of good health.
 - (g) Have trouble at home or lack of privacy for study, or do not get on with class mates.
 - (h) Lack of proper teaching.

D Classroom Habits

Good classroom habits should include:-

- (a) Undivided attention to teacher and work on hand.
- (b) Active listening to teacher and other pupils.
- (c) Active participation in classroom and work.
- (d) Regular Attendance and Homework handed in.
- (e) Good organisation of work.
- (f) Neatness and orderliness.
- (g) Preparation for lessons - materials and books to hand.
- (h) Writing down details regarding projects and assignments.

3 Your Parents and the School

How parents co-operate with Head and staff. P.T.A. Open days etc. Interviews. Homework facilities.

4 Behaviour

This is a general introduction to social adjustment and citizenship.

A Anti-Social Traits

Consideration of types of unfortunate behaviour - effect on individual and class and school. e.g. shy child, know all, cheat, bully, day dreamer, mischief maker, truant, swearer.

B Getting along with People

Personality traits of well adjusted person. Tolerant, slow to anger, fair, listens. Importance of good first impressions. Appearance, cleanliness.

C "Civility not Servility"

Desirable behaviour in and out of school. Consideration for others. Co-operation.

D Successful People

Short biographies of a few well known people and factors that made for success. (This section is included so that there can be ample cross reference to other subjects, e.g. R.I., English, History, Science. Also so that it can be realised that "success" has a variety of meanings. It is hoped that this part could be both an inspiration and an example to pupils. Much will depend on the care with which the teacher selects the biographies).

5 Hobbies

Importance of having a hobby. Discussion of possible hobbies.

6 Introduction to Occupations

Suggestions for Discussions:

- i) Difference between work and play.
- ii) Why we need to work.
- iii) Different occupations in family circle.
- iv) Why we don't all do the same work.
- v) How we depend on other workers.
- vi) Variety of jobs in any one local industry.

- vii) Make collections of pictures of people at work, labelled with name of occupation.
- viii) Chart showing occupations of families of people in class.

Second Year

One period a week. The class or subject teacher responsible for supervising and teaching class in as many cases as possible, but in certain cases it would be advisable for the careers teacher or, if the school possesses one, for the counsellor to take parts of this course.

1 Education Then and Now

How schools differ from those attended by grand parents, etc. A brief outline of the educational system. Own school in perspective.

2 Form 2

Difference between 1st and 2nd year. Courses available at end of 2nd year.

3 Personal Development

- i) How we grow - brief discussion of physical, mental, emotional and social growth. (There is no reason why sex education should not be introduced quite naturally at this point if the school is in agreement).
- ii) How we differ - individual differences - appearance, physique and emotional make up, character, ability, interests and aptitudes. The normal curve of distribution might be mentioned here. Differences based on heredity and those on environment.
- iii) Administer test of intelligence.
- iv) Reference to variation within the class compared with the normal curve of distribution by measuring aspects of physique. Information from the intelligence test be made available individually. The dynamic nature of "intelligence" must be presented.

4 Knowing yourself¹⁷

Preparation of autobiography. What you are like - strengths

17. Careers Teacher or Counsellor should be involved in these aspects of the course.

and weaknesses, appearance, physical and emotional constitution, character, abilities, interests, aptitudes, plans, goals, true meaning of "success". (It should be made clear that auto-biographies are confidential and will only be discussed between the Careers' teacher and the pupil.)

5 Improving yourself

- (a) Appearance - good grooming, suggestions.
- (b) Manners - courtesy in relationships. Manners in school, at home, in public. Suggestions for improvement.
- (c) Your emotions. Expression in socially accepted ways of love, anger, fear. Importance of controlling anger and fear.
- (d) Relationship with others - getting along with others at home, contribution to home, co-operation at home, in school, in community.

In c and d above much use can be made of literature and reference to cinema and television programmes, used both in school and as homework or project activities.

6 Homework

This now becomes a very important part of academic work.

- (a) Regular time and place. Lighting, ventilation, freedom from interruption. Materials, timetable, amount each night, etc.
- (b) Work unsatisfactory if tired, upset or excited. Set goal and achieve it. Importance of good health to study. Have a plan - what you hope to do and how to proceed. Keep your own goal in mind.
- (c) The ways parents may assist. Rationing of the television and other entertainment. Supper time and bedtime. Memory aids and help with homework.

7 Examinations and Tests

- (a) Regular revision programme. Revision Techniques.
- (b) Writing examinations - order of answering, types - instructions, meaning of terms e.g. compare, contrast, discuss.
- (c) Value of examinations - making use of results - detecting weaknesses in subjects - consequent further revision.

How to interpret results: School report - value to you, teachers, parents. Significance of difference marks, class average, highest, lowest mark. Indication of rate of progress.

8 Making decisions

- (a) How do you make decisions?
- (b) Decisions which will have to be made at school.

9 Vocational Guidance: Suggestions for Discussion

(a) Why work.

- i) Satisfaction obtained from work.
- ii) Why some people are unhappy in jobs.
- iii) Why some would dislike certain jobs and like others.

(b) World of work.

- i) How work to-day differs from 50 years ago.
- ii) Greater variety of work, specialisation, automation. Higher educational requirements. Need for adaptability.
- iii) Factors one must consider in choosing a vocation.

(c) Studying Occupations - select an occupation that interest you and prepare a report answering the following questions: What does the worker do? What skills and training are required? What are advantages and disadvantages? What are earnings and opportunities for promotion? Where can you get further information? Make use of occupation information in the file index in the school careers room or general library.

(d) Your last two/three years in school - or are they? - Different teachers, more specialisation and more subjects. More homework. Special and extended courses offered (Technical Commercial, Rural Studies etc.) Possible transfers (Dom.Sc. Pre-Nursing). Subjects to be dropped.

(e) Values of Education - Why leave school at 15/16 years? Advantages and disadvantages of staying 16 - 17 - 18.

3rd. & 4th. Form

At the third and fourth year levels the specialist guidance staff (the Careers ~~at~~ teacher and the counsellor) should take over the programme since their particular qualifications and experience will be increasingly required. These can best be used when the two

main elements of the guidance unit - the advisor and the pupil - are acquainted. This is especially beneficial when the advisor has considerable objective as well as personal information about the pupil.

The following programme has been developed on the assumption that the school leaving age is to be 16 years.

It is presumed that at least one period a week is available for this work, and that some allotment of time, perhaps towards the end of each term, is made for visits to industrial commercial and professional premises.

Again in this block stress has been put initially on educational and personal aspects of guidance, since it is at the end of the third form in many schools that a subject choice is made. However the aspects presented need have no chronological significance; the whole unit here is regarded as two years work.

Furthermore the scheme, of necessity, when dealing with large groups, involves a directive approach, perhaps an approach acceptable to and necessary for the great majority. There will be however an increasing need by a number of young people for a more personal individual approach or outlet. It is in this context that the Counsellor because of his accepted role, can play an important part by being available for individual consultation.

1 EDUCATIONAL GUIDANCE

- (a) Brief revision of the aims, purpose and value of secondary education.
- (b) Importance of external examinations in relation to the fact that only success in them opens doors to a number of careers. The courses that are available in this school and at others.
- (c) Further Education - provided by this school or the local college.

2 PERSONAL GUIDANCE

A Interests

- (i) List things one likes and dislikes doing. Discussion on nature of, and reasons for, interests.
- (ii) Relate the importance of interest and regular participation in preferred activities, and success. (Degrees of success).
- (iii) Hobbies are a reflection of interests - relate these to initial list (i).
- (iv) Occupation(s) you would like to be employed in. (At this point reference could be made to the R.M.I.B. It is probably only at this age that it is advisable to counsel for educational and vocational choice on the basis of measured interests (Hopson 1968 p.29)).
- (v) The strengths of likes and dislikes - refer to results of R.M.I.B. The Counsellor or Careers Teacher should try to interpret the results of the test for the individual, and it may be interesting for the class to consider the general pattern of interests.
- (vi) Relate the occupations in which the pupils are interested to academic and other school subjects.
- (vii) The use of the Inventory itself will provide a framework for widening occupational horizons and for changes in the individual's self-concept.

B Physical Characteristics and Employment

- (i) Occupations requiring or not wanting people who are short, light, tall, heavy, deaf, colour-blind, shortsighted etc.

(ii) Occupations requiring great physical stamina.

(iii) " not requiring " " "

It is essential that ^{at} this stage all round physical knowledge of every pupil should be obtained. This is where the guidance staff must have developed an understanding with the School Medical Officer so that by this time all pupils ^{should} ~~have~~ undergone medical checks and special note of any with particular weaknesses should have been made so that these limitations can be taken into account when educational and vocational choice arises.

One of the boys in Group 1 of the study had, for a number of years, been aiming for a job in the Royal Navy, only to have his hopes and self-concept shattered when he found out at the medical that he was colour blind. Tragedies like this can so easily be avoided.

(In the case of children with severe physical handicaps attending a special school, the School Medical Officer plays a more active part in vocational advice, together with the Children's Welfare Officer of the L.E.A. and the Disabled Resettlement Officer of the D.E.P. For the purposes of this research, the numbers of school leavers from this and the other special school were too small to form a basis for general study.)

C Abilities or Capacities

Reference can be made generally to the intelligence test administered in the second form.

(1) Relate occupational choice to an ability to learn.

- ii) By general reference to the results of previous groups show that some children of high ability perform at a level well below this, and vice versa. Why does this occur?
- iii) Refer to the need to be realistic about job choice in relation to one's ability. When results of tests are given confidentially to individuals encourage them to consider their relevance to the occupational sphere.

D Personality

- i) What is personality? How does it develop?
- ii) To what extent is personality important in job choice?
- iii) Administer some form of personality self-report assessment, such as the "Measure Yourself And The Job" or a standardised test such as Cattell's 16 Personality Factor Tests, or his High School Personality Questionnaire, or Thurston's Temperament Schedule, or the Study of Values by Allport, Vernon & Lindsey.
- iv) Relate the assessment to the characteristics of certain jobs.
- v) Relate reactions of some people who were compelled to follow the decisions of others in relation to the type of occupation they entered.

E Autobiography (Confidential)

- i) Up to the present day.
- ii) Extend it up to the age of 21, or even up to retirement. This should provide extra information especially upon ambitions which will be valuable in the individual interview. In a way it is a projection of Super's 'life-stages' and should be a further guide to vocational maturity in that the life description should indicate the pupil's opinion of what kind of person he is.

F Introduction to the Y.E.O. and the Y.E.S.

- i) Talk by Y.E.O. on the services he and his organisation can offer.
- ii) Use of introductory film(s).

Vocational Guidance

A. Emphasise wide variety of jobs - and lead onto an Occupational Classification system(s) - these developed by the Department of Employment & Productivity, by Rodger, in relation to his 7 pt. plan, and the Classification used by C.R.A.C. and the D.E.P. for occupational information.

jobs under the following heads

- (i) List ~~the~~ primary, secondary and tertiary occupations or outdoor, mechanical, practical, artistic, social & medical.
- (ii) Describe the nature of work in each category of these major groups.
- (iii) Carry out as class or individual project activity a detailed study of certain occupations found locally incorporating
 - (a) History, importance and nature of the work.
 - (b) The working conditions.
 - (c) Qualifications necessary for entry into and success in the job, including training and further education.
 - (d) Relate this occupation to others in the same group or field.
- (iv) In order to carry out (iii) effectively it will have been necessary
 - (a) to have taken the pupils on a few works visits and to have shown and talked about the techniques of observation and interview (i.e. job study). This will require liaison with the Y.E.O.
 - (b) to have ensured that all the pupils had been to the careers library/room or the school library and know where or how to find relevant occupational information. (See A i, ii, & iii).

B Large Industrial, Commercial and Service Organisations

The work carried out earlier (3Aiii) will have provided an insight into the complexities of work in that there will have developed a realisation of the fact that most organisations or industries need people to carry out a variety of different jobs, and that many apparently identical jobs are found in completely different surroundings. Furthermore the pupils should have realised the interdependence of one industry and another.

These facts can be further emphasised by the study of a local large industry.

- (i) Various Departments - production, buying, sales, transport, advertising, personnel, maintenance, finance, research.
- (ii) Nature of work done by workers of each department.
- (iii) Inter-relationships of one department with another or others.
- (iv) Training required both at College and 'on the job' in each department.

C Occupations Existing Locally

At this point a questionnaire, similar to that used in the study (Appendix 3.A) could be administered. Any indications of marked over ambition (answers to fantasy jobs) can be dealt with individually.

- (i) Make a survey of availability of occupations locally.
- (ii) Relate their expressed vocational choices to locally available jobs and to those jobs entered by young people - information on jobs normally entered by school leavers can be obtained from the Y.E.S.

- (iii) Changes in occupational structure locally and explanations of it.

In this sphere the Industrial Development Officer of West Hartlepool could be introduced and asked to talk on this subject.

D Occupations Elsewhere - these should be brought into prominence

since from the local survey of vocational interests it has become apparent that the local environment with all its occupational limitations, restricts the range of vocational interests (especially amongst girls) and may account for the high rate of stability.

- (i) Differences between ~~occupations~~ found in other regions and those locally.
- (ii) Scheme for training away from home run by the C.Y.E.E. if such training or industry is not available locally.
- (iii) Trends in Occupations.

Why are changes taking place? What are the effects of these likely to be during their working lives?

Refer to government pamphlets - especially D.E.A. Reports, Reports from the Manpower Research Unit, Trade Union Documents, Regional and Industrial Reports, and from the Employment and Productivity Gazette (Nov. 1968) edition stresses need to urge girls to be more wide searching in their job thoughts).

- (iv) Importance of education and retraining as a result of redevelopment of the occupational structure.

Attitudes to this and to jobs in general raise the aspect of values - what really matters in life. Raise the question they should ask themselves "What kind of person am I?"

E Values

- (i) Administer a Daws' attitude test here so that both the individual and the group can see what they individually regard as being significant attitudes to work. Discuss

these attitudes and how they have developed, and how they may help or hinder success in and satisfaction with work.

Are any of these attitudes of value to life in general?

- (ii) Qualities you admire in others.
- (iii) Relate this aspect to a recap on the question "What kind of person am I?" (General discussion and individual counsel).
- (iv) At this point refer back to the "measure yourself in the job" blanks completed last year. (Appendix 2.6).
- (v) Discussion, based on the knowledge available from I.Q. tests, personality assessment, Interest Blanks, and the general questionnaire upon what influences people to choose jobs.
- (vi) Special emphasis should be laid upon the importance of choosing educational courses wisely.

FIFTH FORM

General Considerations

Obviously a large proportion of young people in this group will be leaving at the end of this school year, others will never have had any intention of so doing, and a sizeable number will be undecided whether to leave or to stay at school. This raises problems for the guidance programme at this stage which perhaps cannot be readily solved by attempting to divide the whole year group into two or three to correspond respectively to the groups mentioned above.

This being the case it may be necessary to take everybody through the same course up to the time when external examinations interfere with the general timetable. After that period, when far more time will be

readily available for vocational and educational guidance work at this level some preliminary grouping into leavers and non-leavers can take place so that the majority experience a programme relevant to their needs.

It will be obvious from the start of the year that there will be some pupils who will definitely be leaving. It may be preferred by the school that these should form a separate group for vocational guidance work. In their case a modified course could be followed, whereby aspects of vocational concern are dealt with more thoroughly and carefully. For these pupils the advice given by the Schools Council¹⁸ should be followed.

Late in the summer term the Careers Guidance staff will probably be most concerned with individual interviews of 3rd., 4th., 5th., and 6th. form students, It is here that the rest of the teaching staff can be co-opted to complete the educational, and vocational guidance programme i.e. helping with individual projects and works visits.

THE PROGRAMME

1. EDUCATIONAL ASPECTS

The fifth form course can be introduced by reference to this year possibly being the final year at school. This enables topics such as:

- (A) the need for regular attendance, and completion of the course. The disadvantages of leaving at Easter could be presented.

- (B) the need to get full value out of the examination courses being followed.
- (C) Recap on the points covered in the first and third years of background to learning and good school habits.
- (D) The advantages of continuing in education.
 - (i) Development of abilities and aptitudes to the full.
 - (ii) Long term prospects - more interesting challenging jobs, greater satisfaction, and happiness, greater contribution to society, greater security.
 - (iii) Provision - in some detail - of information on courses of an increasingly greater range, in further education available
 - (i) in school - advantages of staying here?
 - (ii) in other institutions locally or regionally.
 - (iv) A general introduction to advantages of these courses in Higher Education - University, Polytechnics, etc.

2. VOCATIONAL ASPECTS

A Occupational trends - locally.

- (i) Talk by Y.E.O. or C.A.O. to be followed at a later date by individual interview with them whenever requested.
- (ii) Stress the need for adaptability¹⁹
- (iii) Series of visits to industry etc., or individual projects.

B How do I obtain a job?

- (i) Services of Y.E.S.
- (ii) Personal endeavour - what lines can be followed?
- (iii) Letters of application - references.
- (iv) Interview situation - appearance, questions.

C Choosing the job.

- (i) Factors to be considered in job choice - review of interests, intelligence, personality, family background, local opportunities.
- (ii) Discussion on the aspects of the job to which they will look forward and those they might dislike.
- (iii) What training and qualifications are required for eventual success? i.e. is it better to stay on in education for the moment?
- (iv) What qualities will you have to reveal to do the job effectively.
- (v) Ask them the question "what job do you think you will get on leaving school?" Refer back to the "Measure yourself to the job." Blank.
- (vi) What do you want from the job now? in 5 years? in 20 years? Refer back to study of values and Blank on Factors in Job Choice. (Daws).
- (vii) Advancing in the job - adjustments to be made. Increased responsibilities.

An individual interview either with the Y.E.O., C.A.O., or the ~~careers teacher~~ should be held at this time so that proper discussion and understanding takes place upon job choice or the decision to enter into further education. (*)

D Associated Information.

- (i) Accident prevention.
- (ii) National Health Scheme.
- (iii) Trade Unions.
- (iv) Some aspects of factory/office legislation etc. on hours and conditions of work.
- (v) Wages. Income Tax. Use of a bank.

E Attitude towards work.

- (i) What are the main aspects of work for you
(see Daws "Attitude" Test). What satisfactions are sought?
- (ii) What other aspects should be borne in mind?
Absenteeism? Punctuality? Care, thoroughness,
loyalty to the Company and/or fellow workers?
Authority?

It is at this point (*) in the programme that a definite division could be made between those who are intending to leave school and those who hope to continue education at school or transfer to some other institution.

For the former group great emphasis can be given to works visits, and particularly works experience schemes. It is here that the school can begin to be less protective and encourage the pupil to appreciate the changed attitudes he will need to acquire in the world of work.²⁰

For the latter a more formal approach can be made to relevant aspects of further education, such as:

1. Relevance of course to eventual vocational aims - subjects to be studied.
2. Development of a simple individual educational plan - subject choice.
3. Appreciation of an increased need to work individually and independently:
(a) at school, and especially (b) at home.

The sixth form course is rigorous and cannot be successfully completed without great effort. This should be especially stressed since increasing numbers are staying on into the 6th form, and an increasing number of these are doing so without much prior consideration.

4. Introduction to all the material available on higher education which will become increasingly relevant in the next two years.

SIXTH FORM

Those pupils who stay beyond the leaving age, that is those who go into the sixth form, will obviously be able to go into greater detail on topics which are relevant to a whole group such as university or polytechnic entrance, or to individuals concerned with particular occupations or lines of study. The growth of the sixth form has been a relatively recent phenomenon, and associated with this growth has been an increased demand, for a number of reasons, for a more general sixth form course. There has been much said about minority time and the ways in which it can be used. Hartop (1966), in a recent article cogently argues with many valuable, detailed suggestions for such time to be used to develop a course of vocational and educational guidance. In subsequent publications of the magazine concerned there were letters welcoming such suggestions and some publicising similar schemes that were being effectively run elsewhere in the country. It must be stressed however that schools with such courses will be very few indeed. It would seem to be sensible to use as a basic framework for such a course the suggestions within the article.

The article stresses the need for a programme that throughout is both educational and instructional. Furthermore the desirability of getting the 6th form pupil to make some positive, though broad,

vocational or educational decision in order to increase the motivation of the pupil towards present academic work cannot be overlooked. If a programme of vocational guidance has been effectively developed lower down the school, such characteristics of the course should be presumed.

By means of formal lessons, general discussion, visits, individual project work and work experience the course can be both wide ranging and yet specifically detailed.

The broader aspects of occupations can be presented or appreciated by comparing the local range of industrial and commercial activities with those of the country as a whole, this latter study being very important at this level since very few of these pupils will be able to fulfil their vocational aims locally. An attempt by the pupils to classify occupational activities, i.e. a detailed job/^{study} will illustrate the broad categories of jobs, and at the same time should emphasise the scope for a wide range of occupations and therefore the satisfaction of interests in a modern day industrial complex. The relevance of choice of subject for study to particular occupations will reveal itself and yet, paradoxically, the great freedom of choice that success in higher education presents will be emphasised. The process and complexities of higher education should be an essential constituent of this course of study.

Studies of occupations in detail will provide not only material

relevant to the individual interested in that occupation, but the method of study or the pattern of investigation should prove to be of interest to all educationally: it can provide a model for all pupils for research into other topics. Furthermore detailed analysis will bring to the surface aspects of a personal or general nature which can subsequently be discussed, and developed by the group.²¹

By the time the course has been completed the pupils should have made a choice, be it vocational or educational, and should already be planning their programme towards this end.

PUTTING THE PROGRAMME INTO PRACTICE

The programme outlined above could be implemented in a number of ways. In some cases a particular aspect of the programme could be presented by two or more different methods, such as by means of films, books, lectures and projects. In other cases a part of the programme demands a particular approach, such as that of allowing personal experience, whether it be in the form of a works visit, works experience or a careers convention. Basically there is ample scope for class or school-based work, but an essential ingredient is the use of elements outside school to provide information and experience. Preferably this admixture should be present throughout the school programme, but in

21. For an indication of the range of topics to be considered individually or discussed at length see Hartop p.22. Op cit.

particular it should be an expected and increasing part of the programme in the upper school.

In order that decisions of an educational and career nature can be arrived at effectively a sufficient body of relevant knowledge, and some relevant past experience with all its subsequent overtones of attitudes and motivations is presumed. The programme then is essentially providing two aspects - information and experience (involvement). It is worthwhile to consider, in some detail, the various ways in which these can be effectively provided.

• Didactically

The straight forward chalk and talk method will play an essential part in the presentation of information. This is particularly so with respect to recent material, which is not readily available in textbooks and perhaps booklets. The teacher can also give information which is an essential requirement of a particular group of pupils, such as presenting the school rules to the new intake.

The teacher can stress emphatically, by strength and tone of voice, in a way that the written word cannot, points which are of vital importance to particular groups of children. For example, the rapidity of technological change and innovation in industry, and its effect on availability of jobs and the actual character or skill-content of the job is a factor about which all school leavers should be aware. Many jobs will disappear to be replaced by others which usually require

greater skill and training. The increasing part that women are playing in employment should be presented, and a full discussion on the advantages and problems of this can ensue.

Once such information, which can be readily obtained by the teacher from the publications of the Dept. of Economic Affairs and those of the Manpower Research Unit, has been presented, the role of the teacher changes from that of a provider of information to that of chairman of a discussion group i.e. involvement.

Local and regional trends in employment could be related to this. The present unenviable situation of the Northern region compared with the rest of Gt. Britain as regards the numbers of unemployed and the lack of notified vacancies would thus be made obvious, and a wide-ranging discussion could develop from this.²² Why does this situation exist? What are the problems that stem from it? What are the solutions to the problem? How does this affect you?

Other information, relevant to the whole group, while available in booklet form can be obtained only in small quantities, and can therefore be more effectively and generally imparted by the teacher.

Thus matters of subject choice and their implications, at particular periods during one's school career; the courses available at local colleges of F.E. or at Universities and Polytechnics, and basic requirements for these courses; entry into, and the implications of 6th. form work; choice of university and subject of study; the

implications of University life; the failure rate for professional exams and the concomitant problems of part-time education, can all be dealt with in such a way - that of presenting information and encouraging involvement.

2. Books & Pamphlets

In this case one is particularly concerned with the publications of the C.Y.E.E. and C.R.A.C., and the Cornmarket Press, but also included should be other choice of career books and pamphlets from individual firms and professions. These can provide vital basic information concerning qualifications required, wage rates and range of jobs available, while others, rather more dramatised, can in themselves involve the individual.

Although, as stated earlier, most books and pamphlets used in careers work are unlikely to be available in large enough numbers to provide for the needs of all pupils at once, as text books can, they can however be used effectively in individual or group work not only to provide information but also as the basis for projects involving the pupils in active pursuits. Comparisons and contrasts between similar or different works or commercial enterprises can be carried out. Where a previous visit has taken place or a future visit is being planned to a branch of a particular firm in which written information is available, contrasts and similarities can be considered between the written word and what the eye actually sees.

Books and pamphlets should always be available for borrowing by pupils and thus the building up of a library would be a valuable and essential contribution to the vocational guidance programme. The importance (Chap. 3) of such a medium for all children, and the large number of books borrowed already by the pupils of the Grammar School indicate the potential value of this service. If a vocational and educational guidance programme could be developed throughout the school, the demand for such materials is likely to be very great.

3. Films & Television

A rapidly increasing number of films produced for particular professions or trades, and for individual companies are available from a range of distributors. These, like books, can both provide information, and to some extent transmit the atmosphere of a place or type of work. As with the use of books, the introduction by the teacher to the film, and the discussion that he leads, after the showing, plays a vital part in the use of this medium. Again contrasts and comparisons between one film and another encourages effective individual involvement, ^{and} some films or books about certain industries can be compared with actual works visits if the local area contains similar industries, (Appendix 2.9.)

The part played by television has increased particularly since specific careers programmes have been developed.²³ Its influence as a

means of providing vocational information has been discussed in Chapter 3. The advantages of the television programmes are in that they are planned, as a series, lasting for one term. This provides for contrasts to be made within the series itself. Furthermore teaching notes and pupils booklets are available which enable development of classwork from the material provided in each particular programme.

The film and TV have the great advantages not only of presenting information and situations visually and orally but also of extending the range of career or job study beyond the limited occupational structure of many localities. Although few pupils may be willing to leave their own town despite its limited occupational and educational opportunities some few individuals may be fired, or further persuaded to do so.

The development of local radio and TV stations, together with the increasing development of Educational Television productions (E.C.T.V.) by individual local educational authorities or schools could well provide a most effective means of giving the children an "experience" of a far larger range of local industrial and commercial activities.

4. Visits

As seen in Chapter 3, there is much to be said against visits as a means of providing involvement, ^{and even} as a medium for providing information, although the information that can be put over visually and by the

spoken word, is extensive. However ~~even~~ this, as a result of the speed ~~with~~ which it is presented, can be misleading unless sufficient preparation is ^{under}taken and subsequent evaluation is encouraged. Visits should therefore be made only to institutions, public utilities, factories, shops and offices which have arisen and been adequately dealt with as part of the guidance programme. Prior knowledge and understanding of the workings of a place encourage, more readily, reactions, which can be presented in a written report of discussion.

If visits play a part in the programme from the beginning of the course the pupils can be encouraged to seek and develop ways in which greater information and satisfaction can be obtained. That is, the conduct of the party is an important aspect of its success.

Work Experience

This aspect of careers work has become increasingly popular in recent years, though it is fraught with danger since Factory and Childrens' Acts prevent the application of this medium to pupils below school-leaving age. However the problems that these Acts have produced and probable additional difficulties created by the raising the school leaving age in 1971 are being considered by the D.E.P. and the Department of Education and Science. The two Departments expect these studies to take about three years.²⁴

24. Article in the "Guardian" 21st June, 1967.

Although there is a great deal to be said in favour of work experience the practical difficulties that its introduction involves can be considerable. Fundamentally there is the problem of a limited number of places available on such courses. A large proportion of children will not have such an opportunity given to them. The difficulties of organising parties fairly for industrial visits (mentioned earlier in Chap.3) are few compared with this. Furthermore the range of industries that are willing to take pupils on such a basis may be small. This can be disastrous when the occupational range locally is limited in the first place.

So that the experience will be meaningful some considerable effort is required to explain and introduce specific and general factors relevant to the firm and the job itself. This can be done by either school or factory personnel, but in the case of the former raises the problems of staffing and timetable time, in the latter case it raises the problem of staffing and finance. Can a firm afford to be able to cater for the needs of local schools within this particular sphere? Can both school and industry afford the time and staff needed to build up and maintain the necessary relationships to enable instruction, participation and feed-back at the required level? At the moment these schemes are working only in a limited way.²⁵ The pupils who are involved in such courses are

25. Manchester L.E.A. have however developed a scheme in 1967 whereby work experience is available for pupils within all its schools, and much publicity has been given to a number of other authorities who are experimenting with these schemes.

those who have stayed on at school voluntarily beyond the school leaving age. Those pupils are few in number and, in the areas where many pilot projects have been carried out by specific schools the whole group has probably been accommodated. This is very much different from an attempt being made by all schools, in all areas. This, as the T.U.C. points out, is clearly impossible and thus work experience should be only a small but, when available, significant part of a careers programme.

Accepting the limited (individual) opportunities for such experience there are still many advantageous aspects of it. Firstly, there is the aspect of the experience being a part of general education and those who attend such courses will be able to convey to their class-mates some of their reactions to the world of work, (therefore they are involved in two ways). Secondly, the specific aspects and skills of the particular job will be of interest to those considering such a job when leaving school. In this respect a report by an individual or group to these pupils would be invaluable to both sides. Thirdly, the pupil may see the relevance of what is done at school by applying some of their school acquired skills in real situations, and on machines not normally found in schools. Such experience should provide sufficient emphasis to the pupils for the need of further education and training. The reaction of pupils to the environment of the factory, office and shop and specifically

the differences noted between that of work and school, as well as differences between types of work will be of general interest to the pupils, and of prime interest to the school. Reports from groups such as these can lead effectively to discussions or further individual or group projects on attitudes to work, management-worker problems, skill and training requirements. However to follow up these experiences properly, just as to prepare for them properly, requires much time. The provision of 1 or 2 lessons within the normal timetable, would be insufficient for these needs as well as other essential aspects of the curriculum. In this respect the call made for curriculum reform, especially with reference to the school-leaver,²⁶ is a significant step in the right direction. This should encourage a proper rethinking about the aims of education and the best ways in which to carry them out.

The Grammar schools, (if they continue to exist), or the academic streams of the Comprehensive schools, will find such a task more difficult and inconvenient. However they could make considerable use of the school holiday periods for works experience schemes for 5th form and 6th form pupils. Specifically useful in this scheme would be the experience of the disciplines of work. These are such a contrast to those of school that many pupils feel ill-at-ease outside the protective walls of school. In this case the experience can be an invaluable means of introducing a student to the different

26. Society & the Young School leaver. Wk. Paper No.11 1967.

worlds of the 6th form and university where there is an increasing demand for individual control and effort.²⁷ One school noted that as a result of its works experience scheme designed for 5th formers the task of advising boys about various careers and routes into them was much easier. This is mainly attributed to the interest that the boys developed in the variety of forms of training, especially the idea of sandwich courses (Elsom 1966).

CAREERS CONVENTIONS & TALKS BY VISITORS TO THE SCHOOL

Despite the limited effectiveness of the careers conventions in West Hartlepool, (Chapter 3) it is believed that with more effective participation by the schools, and greater co-operation between the Y.E.S., the L.E.A. and the schools, this form of presenting information, opinions and ideas has much to recommend it. Initially it must be a service made available to all, and this requires that the convention is held during the day. Secondly the character of the convention could be improved with careful experimentation and subsequent modification. For example, most children attending the convention came to obtain information on one, two, or perhaps three careers. Very rarely did they attend with the specific aim of sampling the whole programme. The three main occupational interests of the students could be learned beforehand, and

27. Suggestion by Derbyshire Educ. Coun. 1966 that students should spend a year in industry commerce etc. before going to Univ. Prompted by high failure rate apparently resulting from immaturity of students at work.

the required number of advisors could be obtained to enable each student and his parents to spend time with them sufficient to thoroughly satisfy their needs. A scheme of this type has been used at Harrow County Boys School in Middlesex.²⁸

The advantage of this form of Convention is that the visual, and therefore, exhibition aspect of the convention is diminished, and the resulting impersonal character of both the types of convention used locally is replaced by an inter-personal relationship. In this case each child and parent is involved in the ensuing question and answer situation. A further advantage of this type of convention is that it could be held with very little inconvenience centrally, as now, or in each individual school, or even amongst two or three schools, in premises near to the homes of the parents and children.

Some schools in West Hartlepool already invite speakers from local industrial and commercial concerns to speak to the school-leaving groups. This should be maintained and if possible expanded. In one respect these talks on particular trades or professions are similar to the old form of convention, but they probably make a greater impact in that the speaker is faced with a smaller, more intimate audience, and secondly the opportunities for the pupils to ask questions should be greater than they were at the convention.

28. Careers Convention. T.E.S. 18th March 1966.

The scope of the talks could be usefully expanded so that the pupils are having a more effective contact with the outside world. Such contacts would cater for both the specific needs of careers and those of general education. Therefore invitations to speak at individual schools should be extended to T.V. officials, health and welfare authorities, local government officers, councillors and the local M.P.

COURSES AND CONFERENCES

In some areas specific courses and conferences have been organised for children about to leave school. These have ranged in duration from a one day session, through a series of half or one day sessions, to a whole week. The venue has varied from a centrally situated school, the town hall, a church hall to a camp in the country. The organisers have variously been the L.E.A., or specific voluntary bodies, particularly Church and Christian societies.²⁹

These courses or conferences are designed to make the children think about the adult world in general as well as the world of work in particular. Many of them no doubt were designed by the interested bodies to fill a need which seemed obvious, and for which, until recently, few schools catered. Is there any place for such courses now that most schools have the framework of a guidance course?

29. See Wild, E. (1962) and many references in the chapter "Bridging the Gap" Paul, L. (1962).

Even allowing for a very well organised and designed guidance programme there is much that a good "School-leaving" or "Preparation for Adulthood" conference can do, within, or preferably towards the end of that programme, (Attard 1965). In the latter case it would provide an excellent way of revising or summing up the whole year's or two years' course, the final part of the whole-part-whole method of presentation, where with the ample provision of time all the loose ends can be tied up and sorted out. With this in mind the course that lasts a week would be of greater benefit. If this course could be residential so much the better. Most educationists, for various reasons, would support the claims that a taste of living communally has much to be said for it. This would be a new dimension to the experience of most of these children at a period critical to their lives. In this respect West Hartlepool is well favoured.

Although neither West Hartlepool in general, nor any of its schools run such a course or conference, it has the ideal surroundings in which such courses could be organised. The Authority has a camp, with all the necessary facilities for such a course, in the foothills of the Cleveland. Extensions and modernisation to the camp have been made, and further developments are proposed so that it would be possible for it to be used throughout the year by mixed parties. In the late winter or early Spring months, when much outdoor work is limited by weather and light conditions, and the fifth form guidance programme is coming to the point where division into two groups is imminent,

this could adequately cater for a series of such courses, (60 pupils at a time). It is far enough away from school and home to provide sufficiently for the appearance of each individual personality, yet near enough to the heart of Teesside in order to be able to call upon the assistance of people concerned in its industrial, commercial and cultural growth.

For these courses the staff could be provided by the local or regional Y.E.S. under the jurisdiction of the Warden. If difficulty is found in obtaining staff school staff could be seconded there, both with their own school, and also to take charge of the programme for the other schools. This is one occasion when the knowledge and help of the local Association of Careers Teachers could be utilised.³⁰

The content of the courses could be governed by the particular guidance programme of each school, or it could take the form of courses previously held in other areas, for example that of the course organised by Hoxter for children in East Ham.³¹

In particular if the courses are held just after Christmas, some stress can be given to the interview situation and the need for briefing of the young pupil.³² The value that such a course may have is incalculable, but it is sufficient that the opportunity to live, and talk, together is presented. Within the programme of work the

30. A national body of careers teachers is coming into being at the end of this year (1968).

31. See Chap. 5, "Bridging the Gap" - L. Paul (1962).

32. The types of aspects to be considered are listed by L. Paul.

aspect of Further Education will be raised and fully discussed. The growing emphasis on, and need for this should be apparent to all before a course like this. Many of the pupils will be aware of the effects of the Industrial Training Act 1964 and appreciate the part they will have to play.

However despite talks and discussions at such a course on this topic, which is becoming increasingly complex as more and more courses and institutions are developed, many will feel apprehensive and concerned. Since some form of further education is to be the lot of a high proportion of school leavers for more than one year of their working lives, and, with the effects of technological innovations, for a large part of the lives of a few, some considerable effort should be made to introduce the pupils to further education in the way that each factory, shop and office is encouraged to have induction courses. The part the local Technical College can play in such a scheme is outlined below.

PART PLAYED BY THE LOCAL TECHNICAL COLLEGE.

An induction course to the local Technical College has been running effectively in Carlisle for a number of years (Dotchin 1965), and a similar one in West Hartlepool could have the same beneficial effect and undoubtedly would have the encouragement of the principal.

The difference in term lengths between the College and the schools can be used effectively in that towards the end of June most of the College courses are completed. This period of 3-5 weeks before the

schools close could be used for a series of induction courses. The local College has recently moved into new buildings, which are equipped to cater for such courses with luxurious ease.

Apart from the benefits, accruing to the students, of geographical knowledge of the building, some familiarity with the staff, the routine and the rules, as well as the range and level of courses, the College will be able to carry out some provisional selection for courses if at some time during the series psychological tests are administered, as suggested by Palmer (1965).

This type of scheme could be organised as an individual contribution by the Technical College towards the better understanding of the part it plays in our society or it could be merely one of a series of co-operative activities between itself and local schools.³³

Already the suggestion has been put forward of holding the Careers Convention in the College buildings, but some form of day-release, or attendance at evening classes practised during the last year at school would act as a more effective introduction to the College.

These last two alternative systems could be treated by the schools as courses, and with an appropriate follow-up both the school and the college should benefit from the scheme.

LONG TERM PROJECTS AND TEAM TEACHING (i.e. involvement of pupils and other members of the staff).

There has been much rethinking on the methods of teaching.

Learning by doing and team teaching have been promoted as effective alternatives to the traditional desk-bound chalk and talk methods. There is no doubt that the newer methods are far more difficult to organise and control, but the results of such well-planned systems tend to be more satisfying to both pupils and staff. Methods like these, and buildings designed to cater for them have been suggested by Newsom, but some schools have carried out such activities for some years.

The topics that could be covered by a combination of these two methods - the teachers giving introductions to the various aspects of the study and suggestions for work to be carried out by the pupils - ^{are legion,} ~~the~~ whole range of social, economic, historical, geographical and scientific facets of the local community could be studied; some of these could be looked into in great detail either locally or nationally; some aspects could be considered internationally, i.e. experience exchange. Since most of these topics are matters of everyday concern there should be no difficulty in involving the children in their studies. In the summer of 1967 one local secondary school during the last 3 weeks of term set the whole school the task of producing a display entitled "out town". The completed work was excellently presented, in this case during the town's Industrial Fair, and the interest that it had engendered amongst the pupils was plain for all to see.

Although in this particular case the whole school was concerned, from the point of view of a guidance programme it may be better to restrict such large scale work to the final year, but with reference to the suggested curriculum there is ample scope for small scale group or individual projects from the first year onward.

One further aspect that could be considered in the guidance programme for the school-leaving year is the suggestion by the schools council of acting out some form of industrial discipline or organisation in schools.³⁴ This would involve "ideas like job cards, progress chasers, time setters, chargehands, office work (including time sheets, work sheets, pay slips) and even clocking-in....." Furthermore there was the suggestion that the prefectorial system could be replaced by a schools council which has much in common with a works council. In the latter case some steps towards this are being taken at the local Grammar School.

USE OF TESTS & INVENTORIES

Up to this point consideration of the programme has been limited to factors outside the individual - types of jobs, qualifications, industrial, commercial and social studies, attitudes to work and life. However for a job to be chosen successfully the individual pupil must also have as good a knowledge and understanding of his own strengths and weaknesses as he has of the world of work. It is fundamental, therefore, that individual study and appraisal should be a recognised part of the guidance programme.

Although such studies can be, and often are made subjectively it has become increasingly accepted that objective methods-tests and inventories are far more reliable, and it is suggested that these should play an integral part in the guidance procedures. This is not to decry the value of the non-directive approach which has much to recommend it according to American writers on the subject. It is the writers opinion that while controversy rages about the two conflicting approaches to guidance, where possible both methods should be employed - many people appear unwilling to answer the question "what type of person am I?" and prefer to be told.

As we know few areas use such objective methods as part of their guidance programme, but the number is increasing. One of the main criticisms of the use of psychological tests for occupational purposes is that as yet very little is known about the specific needs of particular jobs. As a result of the Industrial Training Act, a thorough investigation into every job, or at least, most jobs in all industries has taken place, since training programmes have to be developed. This is due to be completed by the end of this year, and therefore shortly it will be possible to assess the relationship between job performance, job satisfaction and scores on existing tests. Furthermore new specific tests can be developed.

A further criticism of the use of tests is that many aspects of character and personality unlike abilities and aptitudes cannot be

measured accurately and it may be these aspects which are of greater significance in job success and satisfaction than other factors, particularly that of general intelligence.³⁵ However considerable strides have been made in the development of efficient personality and interest tests and inventories, (see Chapters 5 & 6 & Wiseman 1968) and it should be the policy of each local authority and school to use a range or battery of tests so that they can do full justice to individual pupils in their academic careers and their occupational aims. (Reference has already been made to the revelations of the Morrisby Battery when used experimentally in Essex). It is not the case that teachers cannot get such test material.³⁶

The use of tests and inventories emphasises the need for trained personnel for their administration and interpretation. It is in the use of such a range of tests that all three facets of guidance - educational, vocational, and personal - become obvious. By recognising the need for further investigation in any one sphere the other two subsequently are bound to be considerably influenced. Vocational guidance cannot be treated separately.

The tests used for the guidance programme could be those used by Warrington, Preston & Birmingham supplied by the N.I.I.P., or the Morrisby Differential Test Battery which is being used experimentally in Essex may be found to be adequate. Furthermore the Rothwell-Miller

35. Surprisingly P.E. Vernon (1960) says this measure "g" is the most useful single piece of evidence available in giving educ. or voc. guidance.

36. N.F.E.R. (1967 October).

Interest Blank is in use in that county and the valuable work that it is doing there, and the advantages of its use found in West Hartlepool stress the part that an assessment of this dimension can play.

TABLE 8.1

Tests suggested within this scheme

| | | |
|------------|---|-------------------------------|
| 2nd Year | - | Intelligence* |
| 3rd Year | - | R.M.I.B. |
| 3-4th Year | - | Personality |
| 3rd Year | - | Questionnaire+ |
| 4th Year | - | Factors in job choice (Daws). |

*it may be better to delay this and administer the Morrisby D.T.B. at a later date (4th form).

+Similar to the one used in this survey (Appendix 3.A).

There will be much of value to be obtained from retesting - e.g. in the case of the R.M.I.B.

Between them the Morrisby and the Rothwell-Miller answer two of the three major questions posed by Rodgers - those of Capacity (i.e. is he capable of doing it?) and inclination (i.e. is he willing or wanting to do it?). The third aspect, that of opportunity to do it can only be answered with reference to the occupational and training structure locally and nationally, and the attitudes and opinions of the parents and guardians. Despite the suggestions in the scheme presented, the number and type of psychological tests used will vary

through time and with further experimentation and research. Essentially and initially there needs to be a break through towards the acceptance of such tests and the recognition of a need for such tests. Later on refinements can be made. For example should an emphasis be put on tests of spatial ability rather than on those of numerical or verbal ability as suggested by Smith (1964) and in a particular study by Millthorpe (1966) at Brighton?

In order to help the pupil to know himself better the results of the tests should, with caution, be made known to him, so that he can understand where he stands, in relation to other children, to the levels and fields of jobs. There are some people who would advise the use of tests but never the disclosure of results.³⁷ Since these tests which are of an objective nature, unlike many school examinations and tests, are being used specifically to get to know more about an individual, and since that individual is the most important person in the educational and occupational decision making process, it seems obvious that relevant information should be provided for him fairly and sensibly.

SCHOOL RECORD CARDS

Tests should be used sparingly, but throughout the guidance system (i.e. re-test on occasion) so that significant trends can be noted and the necessary action can be taken. So that the full value can be obtained from these tests and from other relevant sources of

37. This, no doubt, is a conflict that is bound to arise when a compromise between two diametrically opposed philosophies of guidance (directive and non-directive) is adopted.

information on a record card system, so typical of many schools in the U.S.A. and on the continent, should be adopted. The effective use of this card system will probably necessitate the employment of additional secretarial help, but the clerical demands on existing careers teachers is such that many of them already have a strong case for such assistance.

Eyre (1966) in a study of the value of school record cards for vocational or further educational purposes presents a number of useful findings. It was noted that girls' personality variables correlated more highly with their employment score than with school subjects, thus suggesting that for girls personality is more important vocationally than educationally. For boys school subject performances, especially grouped subjects, were more effective determinants. Effective though these can be they were used for this purpose by only 51 L.E.A.s according to the survey carried out by Walker (1954). Over half the L.E.A.s did not keep records of pupils in secondary schools.

Apart from the suggestion that personality factors, usually underestimated in education, but of great importance in occupations, should not be overlooked, the study also infers the value of a record-card system as part of the normal follow-up procedure. But the main recommendation of this survey is that the form of the confidential school Report should be changed, and that greater weight should be given to the approach used in the 7-point plan.

These variables were appearance and conduct, rated on a five-point scale, and attendance and vitality, rated on a three-point scale.

The plan* looks at the aspects of capacity, inclinations and opportunities in a systematic way. Parts 1-4 deal with the physical characteristics, attainments, general intelligence and special aptitudes which help to survey capacities; Parts 5-6 deal with the interests and disposition of the pupil and thus help to survey inclinations; part 7 which deals with "circumstances" helps to deal with opportunities.

*. See Appendix 2.3.

SEVEN-POINT PLAN

At this point it is worthwhile making reference to the valuable role that the 7-point plan, devised by Rodgers (1939) can play not only in the actual confrontation between pupil and Y.E.O., prior to placement in a job, but in the work of guidance programme during the last year at school.

CONTACT WITH PARENTS

A final, but often ignored or undeveloped aspect of putting the programme (and in other works) into practice is that of contact with parents. Already in earlier chapters, the pervading influence of parents has been shown yet many schools in this country have developed a remarkable facility for not encouraging parental interference, so that one of two situations arises. On the one hand the school maintains its lack of contact at all costs, or on the other hand when contact is desired for the specific purposes of guidance the parents are not forthcoming since they lack familiarity with the school and staff.

The fact that our folly has been realised is seen in the enquiry programme of the Schools Council.^{38,39} One of the studies will deal with methods of securing collaboration between home and school. It would seem however that more could be gained if some form of propaganda was to be transmitted carrying as its main message the advantages of such co-operation. The methods are many, what needs to be

38. Raising the school leaving age. Working Paper No.2 (Enquiry 9,) Schools Council 1965.

39. "Parental Responsibility in Careers Guidance" D.B. Bantlett, June 1965

done is to assure schools that not all parents are interfering busy-bodies, and to assure parents, as Paul (Chap.4) puts it, that they are definitely not ineffectual in the part they can play in the courses and choices of their children. This study as well as many others has shown that parents are the outstandingly dominant influence. This fact itself is sufficient reason for the schools to join with them. The school must make an attempt to contact parents and inform them. Even today in many grammar schools there is a large proportion of first generation pupils. The parents of these pupils, although willing, have little knowledge of how to help as well as encourage their children (see p. Chap. 3, also Guy 1966 p.21). They have little appreciation of the demands of such an education. The rapid developments within the Modern schools particularly in the way they have embraced external examinations have meant that even many parents who have experienced a Modern school education are unfamiliar with the pattern of education in those schools today.

Parents need help and advice on such matters in order to make similar provision for their children; "it should, for the sake of the child, be part of the function of the school to stimulate parental interest" (Young 1965). (Guy 1966 p.31). In this respect it is imperative that one of the duties of the Counsellor should be that of contacting and approaching parents as a group, and, where necessary, individually.⁴⁰ Such a suggestion was put forward in the Newsom report

40. Such an appointment (teacher-social worker) was made for Sept.66 by S. Shields Educ. Authority.

(para. 20), but has been more forcibly put forward along with other suggestions, by Dale & Griffith (1965 p.63). These two had made a study of deterioration amongst grammar school pupils and they noticed a distinct relationship between this and class, the standard of education of the parents, the size of family, home facilities and poverty.⁴¹

If facts such as these can be obtained about the background of all pupils, and an understanding developed between school and parents, much misery and despair could be avoided both in the short term, school life, and in the long-term, working and adult life. Therefore the whole range of potential means by which parents and teachers can be brought together effectively should be considered as part of the guidance programme.

The most common form of association is through the Parent-Teachers Associations, but there are many other ways lying between this method and the visit to the home of a particular parent. One method which has proved to be valuable in some schools is the holding of parents'-days. In this case the parents of each year group are invited to school on a particular afternoon to meet individually the members of staff who teach their children and in particular their form master so that the work, attitude, hopes and problems of the children can be discussed openly and frankly. Far more value can be achieved from this approach by both teachers and parents than by regularly writing

⁴¹ Similar relationships mentioned by Griffith & Dale were apparent in the Grammar School at West Hartlepool when a limited sample study was made of the background of four deteriorators.

and receiving a school report. This kind of meeting can be held during the evening or during the schoolday, but in the latter case it necessitates sending home pupils who are not in the particular age group concerned.

Apart from this means of contact, the head teacher, the counsellor or the careers teacher and form teacher should all encourage parents to contact them when necessary at convenient times during the day.

These means should prove effective once the parents have been initially met and encouraged. This can be achieved most effectively, as mentioned earlier, by inviting all parents of new pupils to the secondary school to a meeting before term begins. In this case the initial contact is most likely to be made since most parents will be as excited as their children at the prospect of the new experience that secondary school will offer. At such a meeting the parents can be shown the school facilities, the way of life of the school, its aims and rules can be expounded, and ~~and~~ introductions can be made to the head and the form teacher and the school counsellor, and ^{invitations} can be offered to parents to come to see the teachers whenever they think it is necessary.

THE YOUTH EMPLOYMENT OFFICER AND THE YOUTH EMPLOYMENT SERVICE

This service and this officer are the prime links between school and the world of work. The Y.E.O. with his regular contact with both schools and industry and the special knowledge that he has acquired

on the conditions and opportunities in industry, the requirements, and training facilities offered must play an integral part in the guidance programme. His special knowledge can be called upon either in the form of talks to groups of school-leavers or within discussion groups. The more frequently he can visit the school, apart from the initial talk where the Y.E.S. is introduced to the children, and from routine guidance interviews, the more effective will be the link between the school and the Y.E.S.. For this to be carried out successfully the Y.E.O. requires detailed information about each child. It should be the policy of all schools to register all pupils with the service when they approach school-leaving age. Then the information needed will be available.

During the last three years this type of programme has been the policy of the Y.E.O.s locally, and the results have been very satisfactory. From a survey carried out in two schools there is no doubt that the aim and services of the Y.E.S. have been effectively understood. Despite the fact that the Y.E.O. may visit a school frequently (7 or 8 times per term) to the pupils he will probably still be an outsider, and in this way to some pupils his advice may be more acceptable than that offered by teachers.

The Y.E.O. must be seen by the pupils as part of the guidance team, especially since he will often be the final reference figure in the guidance procedure. Furthermore part of his job will be to keep

the guidance staff up to date as regards the local employment situation, changing requirements for vocational training, the opportunities and courses offered by the local and regional technical colleges, and information on the increasingly complex nature of other forms of higher education.

The Y.E.O. can play some part in the proposed in-service training course for careers teachers. This would not only result in providing him with a recognised role as a consultant, but it would enable the more effective development of links between schools and the service, as well as encouraging the development of a basic pattern to the guidance programmes of all schools.

Just as the schools can do much to improve their relations with parents, so can the Y.E.O.s. One reason for its undoubted failure as a service is the lack of understanding of its purpose by parents. No real "selling" of the service has taken place and its early origins with problems of unemployment amongst young people still linger in the minds of many, no doubt encouraged locally by the fact that the Y.E.S. is housed in the same buildings as the Employment Exchange. The new emphasis on guidance and wise placement by the service has never really been made effectively public.⁴²

42. The London Y.E.S. has made determined efforts to change its character to the public. Although it cannot change its name "Youth Employment Service" unless by Act of Parliament, it has changed the names of some of its sections to emphasise the guidance nature of its work compared with its placement work.
T.E.S. 25th August, 1967.

The Y.E.S. then, can play its part in publicising not only its own functions but also the work and aims of the guidance programmes in schools. From experiments carried out by A.C.E. in Ipswich and by the L.E.A. in Manchester an "Education Shop" or a "Careers Shop" can play a very important part in such a drive. In particular these "shops", sited within well-known local stores, attracted the attention of parents who normally would not be enticed to school on any account, fearing that their problems would be too trivial to be worthy of disturbing the staff, and subsequently that their children would suffer for the sins of the parents.

A new town centre is being built in West Hartlepool, it may be worthwhile to consider the possibility of the benefits that such a service may provide if situated near to that area. It is something that the Y.E.O. and the L.E.A. should consider together with the local tradesmen's council.

Together with all the above mentioned responsibilities the Y.E.O. and the Y.E.S. are responsible for three further activities, which are often regarded as his fundamental responsibilities, advice or guidance, placement, and follow-up. It must be accepted that the Y.E.O. can not do all these things satisfactorily since his time and energies are limited, and it is in this respect that in conjunction with the schools the team approach has much to be said for it. Between them the school guidance staff and the Y.E.O., the ones with the specialist knowledge of the pupils, the other with a thorough background of industrial and

commercial conditions and opportunities, can furnish a vocational and educational service adequately, (Davies 1965 p.127).

In West Hartlepool there is only sufficient time for the Y.E.O. to interview each child once for about 15-20 minutes. However some children needing further interviews are accommodated. It is widely recognised that the amount of time available for this so-called "guidance" is insufficient, furthermore surveys show that very little is accomplished by this method. It may be far more useful and worthwhile for the interviewing time that the Y.E.O. can offer being used more selectively. Presuming that a good guidance programme has been developed in each school, and that numbers of the school staff have received appropriate training, there is no reason why the type of work that is usually hurriedly done by the Y.E.O. cannot, in some cases e.g. where the pupil is likely to stay on at school or into Further Education, be part of the school guidance programme. Decisions are required at a number of stages throughout the secondary school period, and the preparation for decisions is one of the tasks of the guidance programme. If additional, specialist advice is required at any stage whether it be an educational or a vocational decision, the Y.E.O. could be called in. There are however bound to be some pupils who have considerable difficulty in arriving at a decision. These pupils would probably benefit from a proper discussion or series of discussions with the Y.E.O. Those who have decided wisely on further educational,

or on vocational choices, need only intimate their decision to the Y.E.S. so that records can be maintained, and^{so} that, where necessary, a placement can be effected.

Some people treat placement of a person in a job as the most important part of the Y.E.S. work, and placement figures accordingly loom large as an indication of the effectiveness of the service. It is the writer's opinion that if the Service and the contributory work done in school is effective the end product should be a large number of young people finding their own work, but knowing that the Y.E.S. runs a vacancy filling service if difficulties arise. If the choice of work seems acceptable and suitable there is no reason why children should be placed. It is well known that not all firms use the Y.E.S., to encourage the Y.E.S. to attempt to place all young people is distinctly limiting the market for the children - one of the prime factors the service is supposed to be fighting against. More important than placement is the fact that children are suitably employed, and it is an essential duty of the Y.E.O. to check regularly the lists of jobs entered against his record cards where the type of job agreed upon or recommended will be printed. Where a case of a person apparently unsatisfactorily employed is noted attempts must be made to contact the person and wherever possible find more suitable employment.

This leads us to follow-up. This can be of invaluable help to the Y.E.O. in that it enables him to check on the effectiveness of the

and
advice and guidance offered, and placement work done, it provides him with an opportunity of work study and employment conditions albeit at second hand, and from the worker's point of view. From the young person's point of view it provides an opportunity to seek help with any problems of his existing employment and to find out what opportunities there are in other occupations or in further education.

For the Y.E.O. to carry out a follow-up of all young persons even providing they were co-operative would more than treble his work load. This therefore is not possible and cannot be expected. As is now practised in West Hartlepool, the Y.E.O. would be better advised to be selective with those whom he wishes to follow-up, i.e. those whom he knows will probably have difficulty. As Rodger & Cavanagh have said knowledge of occupational misfits is of prime importance in the increased development of guidance and selection.⁴³ It would however be more effective if methods other than open evenings and postal returns were used, though not necessarily by the Y.E.O. himself. Again this emphasises the benefits of a team approach, in this case a team encompassing personnel other than teachers. Thus the Y.E.O. could approach local employers and Unions to elicit help from them in his search to follow-up young people, Schools, colleges, youth clubs, and a range of social workers or services could also play a part in this field.

43. "We must build on what we can learn about the nature & etiology of occupational casualties and near casualties" - Rodger & Cavanagh P.233.

In the case of the schools information could be obtained by means of personal contact during old boy reunions, open evenings, invitation of certain pupils to school to talk to the boys about their new experiences in work, as part of the guidance programme. The youth clubs leaders, many of whom are teachers, could also tactfully acquire the necessary information. Although the direct link between the Youth Service and the Y.E.S. in Essex has now been broken (Sept. 1967) there may be much to be said in favour of some training in the field of guidance work for club leaders in all areas.

If Palmer's plans for counsellors in Technical Colleges were to come to fruition this institution could supply much information to the Y.E.O., especially when, as a result of the effects of the Industrial Training Act, more and more young people find themselves inside the College for some part of every week (Palmer 1965). In fact it is imperative that the chance of contact at a point like this in a young person's life should not be missed, especially since most training will be based on the teaching of general basic principles so that transfer and retraining are subsequently feasible.

Finally information can be obtained from home visits undertaken either by the school staff especially where a boy or girl recently left school has a brother or sister still at that school, or by any other member of one of the welfare services.. This is one way in which the social services could be of mutual assistance, rather than maintain their often criticised fragmentation.

Although this survey of the work of the Y.E.O. and the Y.E.S. has shown that their responsibilities are widespread, there is no reason why the service should be inadequate if backed ^{by} effectively new guidance programmes in schools. Since these will take away much of the direct responsibility of the Y.E.O. it will leave him and his department freer to organise themselves as dispensers of up to date, detailed, relevant occupational and educational information and advice, and receivers of reports on individuals in work and in further education, so that relationships between the present position in employment, the work done in school, and the individuals themselves can be formulated and used to improve the guidance procedures in the future.

There is one further point however that must be considered in the light of relationships between the Y.E.O. and teachers or counsellors, (referred to earlier) as well as with the organisation and running of a Guidance and Employment Service. This is the matter of the training and qualifications of the Y.E.O. The Albermarle committee considered these questions but carefully maintained different requirements between the Y.E.O.s from the Department of Productivity & Employment and those working for the L.E.A.s. These differences, difficult to comprehend, are virtually impossible to defend.

Basically there are insufficient Y.E.O.s with any kind of training for the job. That such a situation should exist in one of the most important social service departments of the country is lamentable.

However the D.E.P., having revised their training schedules, at least have satisfaction in the knowledge that all their personnel have some form of training. In this respect West Hartlepool is fortunate.

Is the training that the D.E.P. officials receive sufficient for the job? The writer's opinion, having gone over such a course, albeit at second hand, is that, with experience of office administration, the course is adequate and down to earth for the task of dealing with school leavers. To some extent it is training on the job, in this case similar to the proposed in-service courses for local teachers. There are criticisms however, that could be made of the D.E.P. training course. One is the lack of information about and training in the use of standardised psychological tests, which if anything gives an indication of the opinions of the officials of the D.E.P. as regards the value of such methods. Considerable time is spent on these studies at Lamabey Park and Manchester where courses leading to the Diploma in Vocational Guidance have developed for L.E.A. & Y.E.O.s.

Another aspect is the lack of a study of sociology and psychology which plays a large part in the one year course for the Diploma in Vocational Guidance. These studies would be relevant since increasingly Y.E.O.s are placing young people in their second or third jobs, i.e. they are increasingly dealing with occupational misfits.

It seems therefore that some investigation into the training of Y.E.O.s for the Y.E.S. is necessary. The service should be treated as one service and the personnel as one unit of that service. Consideration

should be given to age, experience and educational qualifications in deciding the length and content of courses.

At the moment the understanding that exists between the D.E.P. officials of the local Y.E.S. and the schools, together with the knowledge, contacts and training that the existing officials possess, is sufficient reason for being satisfied with the maintenance of the status quo.

The proposals contained and attention to the questions raised, within this Chapter are regarded as being essential for the running of an efficient educational and vocational guidance service. It will be noted that very little money is required for the implementation of most of these proposals, in fact the basic suggestion is merely for rethinking of educational aims and goals and acceptance of a need for change. The need to link up school work and the world outside, and particularly the need to relate the curriculum to the young person's interests in future employment would seem to be one of the more basic aims of education.

Although statements of this nature have been uttered by many eminent people during this century even now, after the Industrial Training Act, the Newsom Report, the Albermarle Report, and the booklet published by the D.E.S. "Guidance in Schools", few people in responsible positions are willing to act upon them. If the Education Committee and the Head Teachers in West Hartlepool were to accept and act on these proposals then the greater part of the scheme could be operative in a

very short time.

The only expensive items are those of training staff, by either secondment to a course lasting a full year, or by developing some form of in-service training; the purchase and use of psychological tests; and the provision of equipment for each counsellor and/or careers and guidance teacher.

The most expensive item within the guidance system is the running of the statutory Y.E.S. The decision by the local authority to keep the administration in the hands of the D.E.P. removes this as a financial consideration.